

DOCUMENT RESUME

ED 234 713

HE 016 639

AUTHOR Rowland, A. Westley, Comp.
TITLE Research in Institutional Advancement: A Selected, Annotated Compendium of Doctoral Dissertations.
INSTITUTION Council for the Advancement and Support of Education, Washington, D.C.
REPORT NO ISBN-0-89964-215-2
PUB DATE 83
NOTE 139p.
AVAILABLE FROM Council for the Advancement and Support of Education, Publications Order Department, 80 S. Early Street, Alexandria, VA 22304 (\$16.50, prepaid).
PUB TYPE Reference Materials - Bibliographies (131)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Abstracts; *Alumni; *College Administration; *Doctoral Dissertations; Financial Support; *Fund Raising; *Government School Relationship; Higher Education; Information Dissemination; *Institutional Advancement; Interprofessional Relationship; Mass Media; Organizational Communication; Publications; Publicity; Public Relations

ABSTRACT

A total of 267 doctoral dissertations in institutional advancement are summarized. The dissertations are listed in six professional program areas: institutional relations (e.g., college radio and television activity), educational fund-raising, alumni administration, government relations, publications, and executive management. The dissertations listed provide empirical data, tested theory, and new models that may be used in improving programs in institutional advancement. The handbook may be helpful to scholars, doctoral students, and professionals. A sampling of master's theses on advancement topics is also included. The bibliography is an attempt to publicize many of the dissertations by providing summaries of authors' abstracts. (Author/SW)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED234713

Research in Institutional Advancement:

A Selected, Annotated Compendium of Doctoral Dissertations

By A. Westley Rowland

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

✓ This document has been reproduced as
received from the person or organization
originating it.

□ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

CASE

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

© 1983 by the Council for Advancement and Support of Education
Suite 400, 11 Dupont Circle, Washington, DC 20036

ISBN 0-89964-215-2

Introduction

Institutional advancement, as those who are involved in it well know, is not one activity but a collection of activities designed to cultivate support by increasing constituencies' understanding of institutional goals and missions. These activities are generally centered in offices of public affairs, college or university relations, institutional relations, or institutional development.

While the activities themselves have existed as long as the organizations they support, the systematic study of institutional advancement, employing social science and management-based research methodologies, is of comparatively recent origin. Practitioners who have traditionally relied predominantly or entirely on experience and "intuition" in their activities have come to rely increasingly on organizational theory and empirical research for guidelines.

Dissertations by students in departments of higher education and schools of communication and, occasionally, in other disciplines, provide empirical data, tested theory, and new models to assist in the development of the institutional advancement function. This bibliography is an attempt to publicize many of the dissertations by providing summaries of authors' abstracts. It is our hope that researchers will find the summaries useful in identifying further areas of study, and that practitioners may identify dissertations that will provide data and conclusions useful to them in their professional activities.

The dissertations are listed in the six professional program areas used by the Council for Advancement and Support of Education (CASE)--institutional relations, educational fund raising, alumni administration, government relations, publications, and executive management. Sources used included: Dissertation Abstracts International (UM), Ann Arbor, Michigan: Xerox University Microfilms, 1938 to date; Organizational Communication Abstracts (OCA), edited by Howard Greenbaum and Raymond Falcione, published annually by the International Communications Association; Journalism Abstracts (JA), published by the Association for Education in Journalism, Mark N. Popovich, Editor; and ERIC--Research in Education, Vol. 9, No. 1, Report #CSE-RR-88.

A. Westley Rowland, Professor
Higher Education
State University of New York at Buffalo

A Selected, Annotated Compendium of Doctoral
Dissertations in Institutional Advancement

INSTITUTIONAL RELATIONS

Aarnes, G. Hale. The Organization and Administration of
Radio Stations Owned and Operated by Educational Insti-
tutions. Ed.D., University of Missouri, 1949.

The purpose of this study was to survey certain phases of the organization of educational radio stations and, as a result of the survey, to supply information concerning the administration of educational radio stations that has not previously been available. Among the findings are the following: the six numerically most significant objectives of radio stations were to provide classroom education, information, and public service; a public relations function; noncredit adult education opportunities for cultural satisfaction; and training for students in radio production. The reporting institutions were operating 21 FM stations, 20 AM stations, and one experimental television station. The 41 stations were on the air for a total of 2,052.5 hours a week, averaging 50.1 hours per station per week. (UM)

Anderson, Norma B. A Clique Analysis of the Effect of
Proximity Upon Communication Structure and Inter-Personal
Relationships for Permanent and Non-Permanent College
Staff Members. Ed.D., University of Illinois, 1966.

The methods employed here permitted the description and examination of communication structure and interpersonal relationships of the members of the University of Illinois College of Education academic staff. Five areas of communication were studied: college policies and problems, improvement of instruction, professional writing, personal research, and research of graduate students. By means of clique analysis of the data, the study attempted to identify to whom college staff members relate within the college, the frequency of these communications, and the nature of the content. (UM)

Area, Ronald Gilbert. Organizational Communication and
Faculty Satisfaction in Institutions of Higher Educa-

tion. Ed.D., Oklahoma State University, 1978.

The purposes of the dissertation were: (1) to identify the nature and frequency of occurrence of the various components of organizational communication utilized by the office of the dean and the faculty in three types of four-year colleges; and (2) to determine any relationship between level of communication satisfaction by faculty and each component and/or frequency of communication. A typology of organizational communication developed by Farace, Monge, and Russell was used; seven communication components and their relationships to faculty satisfaction were examined. Research design and procedure involved answering four primary questions: the first two were satisfied by using the Likert Scale Scoring Program to calculate the nature and frequency of occurrence of the communication components; the last two were satisfied by testing certain hypotheses utilizing the Likert Scale Testing Program, the Scattergram subprogram of SPSS, the Two-Factor Mixed Design Analysis of Variance, and the Newman-Keul's Multiple-Range Test.

Analysis indicated that the overall communication system within institutions of higher education was slightly informal. Significant relationships were found between the level of communication satisfaction experienced by faculty within all colleges and the formality of the communication system and the seven communication components. Suggestions for methods of enhancing the level of faculty satisfaction, relating to study findings, are offered. (UM)

Atwood, Lynn E. Effects of Congruity and Incongruity on Perceived Source Credibility, Message Acceptance, and Communicator Encoding Performance. Ph.D., State University of Iowa, 1965.

This experiment was designed to investigate the effects of congruity and incongruity upon perceived source credibility, message acceptance, and communicator encoding performance. Subjects were exposed to one of four treatment conditions in which a source of information delivered a message that was either anticipated and congruent or unanticipated and incongruent with the announced background of the source. Credibility ratings--expertness, fairness, and trustworthiness--were obtained on a semantic differential before and after subject exposure to the message. Under conditions of unanticipated incongruent communication, changes in source

credibility were significant from pre- to post-message ratings in all cases except one. (UM)

Brown, Catherine Lane. A Survey of Written Communication Flow: Between Administrators and Faculty at Laney Community College in Peralta District. Ed.D., Brigham Young University, 1977.

The purpose of this study was to determine the effectiveness of administrative communication flow at Laney Community College during the fall semester, 1976-77. The author used the Episodic Communication Channels in Organizations (ECCO) Analysis to measure faculty knowledge about college rules, regulations, and new procedures. Three applications of the instrument indicated that 68 percent of the faculty had some knowledge about declining enrollment at the college; 56 percent of the faculty had some knowledge about grade agreement forms and the incomplete grade directive; and 85 percent of the faculty had some knowledge about grading policy. (UM)

Buckalew, James K. The Television News Editor as a Gatekeeper. Ph.D., The University of Iowa, 1967.

This study set out to learn what factors influence the decisions made by television news editors in selecting from their input. It was done by observing the retention and rejection of items from the pool of input available to 12 television news editors and by relating the results to the characteristics of editors and their situation. Independent variables were the news facets in the 64 news stories. The sample of news stories was constructed in the following dimensions: the NORMALITY facet, comprising Conflict and Normalcy levels; the PROMINENCE facet, comprising the Known Principal and Unknown Principal levels; the SIGNIFICANCE facet, comprising the High Impact and No Impact levels; the PROXIMITY facet, comprising Proximate and Not Proximate levels; the TIMELINESS facet, comprising Timely and Not Timely levels; and the VISUAL AVAILABILITY facet, comprised of Video and No Video. Among the findings: there were indications that the editors were greatly alike in their selection of news stories and in their reading habits and experience. (UM)

Burd, Gene Ar. The Role of the Chicago Daily Newspaper in the Selection of the Chicago Campus for the University of

Illinois. Ph.D., Northwestern University, 1964.

This study is a critical analysis of the journalistic performance by the Chicago Tribune, Sun-Times, Daily News, and American in the nine-year search for a permanent University of Illinois Chicago campus. The first part of the study shows the influence of the press from 1954-1959; the second covers the period of early 1960 to mid-1963. The author compares what the newspapers told the public with what was not reported on the site selection. The author interviewed more than 200 key persons, attended open and closed meetings over a period of five years, served as a public information official in the Chicago Department of City Planning, and later lived at Hull House in the community slated for demolition. It is a story of politics, economic power blocs, decision making, sociological upheaval, and geographical change in Chicago's urban renewal, and an account of how information is managed, channeled, and doctored by public officials, often without the watchful eyes of the press. (UM)

Campbell, Henry A., Jr. An Analysis of Communications, Influence, and Reliance in Public Two-Year Branches of State Universities and in Independent Public Two-Year Colleges. Ph.D., The University of Texas, 1963.

This is an analysis of communications, reliance, and influence in three independent junior colleges and in three branch colleges of state universities. The purpose of the research was to discover if basic differences existed in the formal and informal organizational structures of these two types of colleges in the three dimensions. The study indicated that there were basic differences between the two types of colleges. The results indicated that the informal structures of the branch colleges followed their formal structures in all of the dimensions. The junior colleges, however, varied greatly in their informal structures. The deans of the branch colleges were the most important members in the three dimensions studied. The presidents of the three junior colleges, however, were ranked very low in some dimensions by their staffs. (UM)

Case, Robert L. An Analysis of the Communication Structure of a University Administrative and Instructional Unit. Ph.D., University of Illinois, 1969.

The goal of this study was to describe the prevailing communication patterns within the College of Physical

Education at the University of Illinois. Each of 205 academic personnel of the college received a "communication structure questionnaire." The Sixteen Personality Factor Questionnaire was disseminated to individuals classified as either "isolates" (persons without validated contacts) or "key communicators" (persons exhibiting a minimum of eight reciprocal contacts). The data were analyzed by first, second, and third order matrix analysis. Among the six conclusions were: key communicators and liaison personnel were found in each department and division and were witnessed in 25 of the 34 vital roles in the formal structure; the units displayed a greater number of contacts within their respective groups than between them; the key communicators possessed more contact personality tendencies than did the isolate group; sex, departmental affiliation, and office location were highly significant factors in the formation of communication channels. (UM)

Christiansen, Kenneth A. The Organization and Administration of College and University Radio Programming. Ed.D., University of Missouri, 1949.

The purposes of this study were to survey the organizational and administrative patterns that govern the broadcasting activities of four-year degree-granting colleges and universities, and to supply information concerning the organization and administration of this programming that has not previously been available. Among the 14 results of the research are the following: In each five-year period since 1915, except for the period between 1925 and 1929, there has been an increase in the number of educational institutions that have begun radio programming activities, with the greatest increase during the years 1945-1948; popular music, classical music, and news programs accounted for the greatest amount of time on the air; 229 colleges and universities were programming a total of 10,370 quarter-hours each week; the administration of radio programming was carried on in 27 different patterns. (UM)

Cistulli, Joseph Victor. The Perceptions of Legislators, Advisory Council Members, Administrators, and Faculty Towards Three Aspects of Community Services in Public Two-Year Colleges. Ph.D., The University of Connecticut, 1977.

The author administered a questionnaire to 100 percent of legislators, advisory council members, and adminis-

trators, and 20 percent of faculty of public two-year colleges in Connecticut in order to test the attitudes of these groups toward the nature, organization and management, and financing of community services performed by public two-year colleges. The majority of respondents favor activities that extend the colleges into the community. They agree that colleges should provide physical facilities, credit and noncredit courses, lectures, fine arts events, recreational activities, and community leadership and development services. The respondents disagree as to vocational and personal counseling functions.

Regarding the organization and management of community services, administrators favor written objectives, policies, and coordinating and advisory responsibilities, whereas legislators reject these techniques. There is agreement concerning participation in regional consortia. The respondents differ in their perceptions of how community services should be financed. All groups reject fee-based services. All groups except legislators accept state funds as a source of financing. The majority of all groups accept federal and foundation grants and local community support for community services by public two-year colleges. (UM)

Crawford, Marian C. The Identification and Analyses of Public Relations Activities of Business and Office Education Departments in Public Junior Colleges in the United States. Ph.D., The University of Mississippi, 1975.

The purposes of this investigation were to identify public relations activities currently used by business and office education teachers in public junior colleges and to analyze the evaluations of these activities. The author found that the nationally ranked top ten activities were: initiate personal contacts with businessmen; advise students in program planning; contact businessmen to serve as resource people to college; guide students who plan to transfer; use an advisory committee composed of businessmen; attend and participate in business education conferences, clinics, workshops, and institutes sponsored by a college or university; conduct field trips to local businesses; provide information to prospective business students about the business program through interviews and conferences at junior college; seek to serve with other teachers on interdepartmental committees; and provide information to prospective business students about the business program. (UM)

Crom, Robert L. Communication Patterns and Administrative Evaluation of Professionals Within an Academic Research Organization. Ph.D., Michigan State University, 1967.

This was a study of 103 researchers and their 21 department heads in an academic research organization within a major university. The intent was to test hypotheses suggested in part by generalizations and a model based on scattered previous research done with scientists in a range of organizational contexts and to explore and describe certain perceptions, attitudes, and practices relevant to the role of department chairman. Variables central to the focus of both aspects of the study were frequency of communication by and between the researcher and the department head and the evaluation of the researcher. The hypothesized positive relationship between frequency of communication between the researcher and his department head and the perceived research competence of the researcher was confirmed by data from department heads but was not supported by data collected from the researchers. Thirteen general criteria for evaluating the research efforts of their staff members were identified. (UM)

Elam, Stanley M. Public Relations: An Experimental Evaluation of Student Recruitment Techniques in a Teachers College. Ed.D., University of Illinois, 1955.

In this study, the investigator divided the area from which the institution draws most of its students into four sections equated with regard to factors considered to bear upon enrollment. The personal type of recruitment was employed in one of the sections, impersonal in a second, a combination of personal and impersonal in the third, and reduced treatment in the fourth (control) section. Significant differences were found among all treatment sections with regard to the number of freshmen enrolling for the fall term following one year of treatment. No significant differences due to the treatment were found in the quality of the freshmen. Enrollments from the personal, impersonal, and combined treatment sections were higher than that from the reduced treatment section. It was concluded that an organized recruitment program is more effective than none. Also, it was concluded that a personal program is more effective than an impersonal program and that a combination of personal and impersonal recruitment techniques is more effective than either used alone. (UM)

Etulain, Dan R. The Development of a Handbook for the Production of College and University Public Relations and Recruiting Films, Including a Survey of Selected Films. Ph.D., University of North Colorado, 1971.

The purpose of this study was to develop a handbook for the production of college and university public relations and recruiting films including a survey of selected films. Twenty-nine colleges and universities responded from a group of 54 who were surveyed. Results of the study include: The useful life of a public relations film is about five years; the average running time of films was 24.5 minutes; 75 percent of the films were made in color; characteristics of the better films include student dialogue, synchronous sound, background music, and off-campus scenes in a basic documentary approach; an average of approximately 9 1/2 months was required to make films; generally, 10 to 20 prints were made for distribution; a majority of the films were produced by professional companies; the primary reasons for making these films were public relations followed by student recruitment and fund raising; the cost of the films ranged from about \$500 per minute to \$1,100 per minute. (UM)

Fang, Irving. A Computer-Based Analysis of Television News Writing Style for Listening Comprehension. Ph.D., University of California, 1966.

This study supports the hypothesis that the best television news writing shares stylistic elements that can be analyzed quantitatively, then synthesized into a set of standards and a formula for listening comprehension. Principles of rhetorical style, developed as far back as Aristotle, were sifted. The author examined 36 scripts and 36 newspapers by content analysis techniques based on rhetorical theory and modern readability formulas. The most significant conclusion is that television news style is easier to understand, less complex, and less formal. It has shorter and simpler sentences, more active verbs, fewer progressive form verbs, shorter words, more pronouns, and more contractions than newspaper style. Four components of language style were found. They were identified as "complexity," "liveliness," "informality," and, tentatively, "dependency." (UM)

Fine, Benjamin. College Publicity in the United States. Ph.D., Columbia University, 1942.

Fine in his research (later a book) traced the growth and development of college publicity programs. His study disclosed that between 1900 and 1909 there were four college publicity offices. From 1910 to 1919, 13 more were organized; and between 1920 and 1929, 83 were added to the list. From 1930 to 1938, 134 were founded. In his study, Fine covers the nature of college publicity, college publicity and the college program, history and present status of college publicity in the United States, objectives of college publicity, current college publicity practices, current techniques in writing newspaper releases in colleges and universities, and social implications of college publicity.

Froom, William P. Publicity Practices in Coeducational Colleges of from 2000 to 3000 Students: A Study by Questionnaire and by Content Analysis of News Releases. Ed.D., Indiana University, 1956.

This investigation examined the publicity practices of college news bureaus in coeducational institutions of from 2,000 to 3,000 students. It surveyed the personnel in the news bureau of these institutions, the volume of news releases by classification, and the methods of news distribution. It studied news bureau relationships with the administration, the faculty, and the college newspaper, and made content analysis of news released by random sample. Some of the principal findings were: no single title was used by the majority of the colleges to denote the news bureau head; while 88 percent of the news bureau heads were employed on a 12-month basis, approximately 35 percent of them were asked to divide their time between teaching and administration; field services, public relations, and student news accounted for 44 percent of the total news volume; the total number of releases distributed by a single college ranged from a low of six in a three-month period to a high of 540. (UM)

Grill, Stephen Arthur. Ideal Expectations and Real Perceptions Reported by Presidents, Members of Boards of Trustees, and Administrative Staff Members Relative to Leadership Behaviors of Selected Christian College Presidents. Ed.D., Ball State University, 1978.

The author investigated 14 presidents, 93 trustees, and 102 staff members from 14 charter member colleges of the Christian College Coalition. He administered the

Leader Behavior Description Questionnaire - Ideal to ascertain expectations concerning ideal presidential leadership behavior and the Leader Behavior Description Questionnaire - 1957 to ascertain perceptions about actual presidential leadership behavior. In terms of ideal Christian college presidential initiating structure behaviors, presidents and staff have similar expectations, whereas trustees report higher expectations. In terms of ideal presidential consideration behaviors, all three groups report the same level of expectations. In terms of actual presidential initiating behaviors, presidents and staff have similar perceptions, whereas trustees report higher perceptions. In terms of actual presidential consideration behaviors, presidents and trustees report similar perceptions and staff report lower perceptions. (UM)

Herring, Dal Martin. The Public Relations Administration of Newspaper Publicity for Newsworthy Students by the Fifteen Arizona Community/Junior Colleges: A Comparative Study. Ph.D., Texas A & M University, 1976.

This study is a content and bias analysis of local newspaper coverage of newsworthy students attending Arizona's 15 community colleges. The publicity that these college students receive is examined from two viewpoints, newspaper stories written by college public relations practitioners and by newspaper staff reporters. The stories are rated for bias by two panels of professional journalists; one panel is composed of media employees and the other of public relations practitioners. A comparison is made between the amount of copy printed about newsworthy students and that printed about seven other categories of collegiate news. The student category is divided into nine subcategories for more definitive analysis. Among the eight categories of news stories, articles about students and administration ranked highest in total column inches of copy, while alumni and facility development stories received the least. (UM)

Hewin, Larry Maurice. The Effects of Administrative Style and Communications on Faculty Perceptions of Shared Authority in the Virginia Community College System. Ed.D., The College of William and Mary, 1978.

Study intent was to assess: (1) to what extent communications difficulties play a role in faculty

perceptions of shared authority and other related dissatisfactions; and (2) relationships of administrative style to faculty perceptions of communications patterns and shared authority gap, and whether favorable faculty attitudes toward collective bargaining directly proceeded from faculty dissatisfaction with shared authority. Ten randomly selected colleges in the Virginia Community College System served as the study sample. The study confirmed that perceptions of institutional communications patterns were major contributors to faculty dissatisfaction. How much specific authority is delegated to faculty and the institutional arrangement for decision-sharing were less significant factors in faculty dissatisfaction. (UM)

Hutto, Thomas Augustus. A Comparative Analysis of the Perceptions and Attitudes of West Virginia Legislators and Higher Education Faculty Toward the Effect of Collective Bargaining on Selected Aspects of Higher Education. Ph.D., Ohio University, 1979.

The purpose of this study was to determine if legislators and faculty differ in their views of the effect of collective bargaining on faculty well-being. The author distributed a questionnaire to members of the West Virginia legislature and to a random sample of faculty at nine four-year institutions in West Virginia. Faculty and legislators agree that collective bargaining: (1) has a favorable impact on base salary, salary increases, fringe benefits, and grievance procedures; (2) has an unfavorable effect on accountability and academic freedom; (3) has no effect on working hours, participation in budget making, curriculum decisions, and selection of department chairs. Faculty and legislators approve of fact finding, mediation, and advisory arbitration; they disapprove of strikes and lockouts. Finally, faculty and legislators agree that collective bargaining will result in increased educational costs and taxes.

Faculty and legislators disagree about the effects of collective bargaining on teaching load, avoidance of conflict with administrators, collegiality, tenure, and promotion. Although faculty approve of binding arbitration in cases of impasse, legislators do not. Legislators believe that collective bargaining will result in decreased public control of higher education but do not believe that enabling legislation will ever be enacted; faculty have no opinion concerning either issue. Statistical analysis of the data in terms of

faculty and legislator demographic variables revealed no one characteristic to have predictive value, with the possible exception of faculty membership in labor oriented organizations. (UM)

Hyde, Melvin W. Standards for Publicity Programs in State-Supported Colleges and Universities, Derived From the Institution's Responsibility for Reporting to Its Constituents. Ph.D., Columbia University, 1932.

The purposes of this investigation were to determine whether or not a state-supported college or university has a responsibility for reporting its activities to its constituents; to determine whether the responsibility for reporting is the same with regard to all activities; to indicate the most effective agencies for reporting the various types of news concerning the state-supported college or university; to present a case illustration showing the nature and extent of the gap, if any, in the reporting relationship between a state university and its supporting constituency; and to set up certain standards for publicity programs in state-supported colleges and universities.

Ismach, Arnold H. The Consequences of Communication Experiences: A Typological Approach. Ph.D., University of Washington, 1975.

The existence of a "credibility gap" between the public and the news media has profound implications for society. If the news media are to fulfill the functions assigned to them by social philosophers, then it becomes important to understand the nature of credibility and the possible reasons for observed differences in credibility judgments. In this way, society can act to narrow the credibility gap. The research questions suggested by this goal involve characteristics of the media and its messages that relate to credibility evaluations, and differences among people that may account for variation in evaluations. This exploratory study examines both source and receiver factors, drawn from the communication experiences of the individual, at the same time. The resultant typology is applied to media credibility and policy judgments in an effort to explain their origins. (JA)

Izard, Ralph S. Coverage By Selected Consumer Magazines of Educational Issues, 1956-1966. Ph.D., University of

Illinois, 1969.

This study assumes that a debate on the quality of American education is in progress and that the mass media of communication have a responsibility to participate in any such public discussion. Thus, this study seeks to determine the degree to which a mass medium--general-circulation magazines--has been participating in the public discussion of American education. The methodology consisted of a detailed analysis of the education content of 12 magazines. Three specific types of information were sought: data based on the priorities of the magazines in their selection of discussion topics; data based on a comparison of these priorities with those of four education journals; and data based on the analysis of the balance of coverage in the magazines. The most obvious finding relative to discussion issues emphases was that desegregation was, by far, the highest priority education issue. Others were: curriculum, aims and objectives, specific schools, student behavior, teachers in general, education of the culturally disadvantaged, specialized education, federal support of education, colleges in general, and teaching methods. (UM)

Kinsley, Jean T., S.S.J. Congruence and Conflict in Goal Perceptions Among Trustees, Administrators and Faculty in Private Colleges in New York State Formerly Affiliated with the Roman Catholic Church. Ph.D., State University of New York at Buffalo, 1978.

This study examines the degree of congruence between stated and perceived mission in the ongoing operations of a selected sample of New York State institutions formerly affiliated with the Roman Catholic Church. The author analyzed the perception of institutional mission held by governing board members, administrators, and full-time faculty by examining both external and internal data. External data included background information such as current catalogs, bulletins, reports from the president, and various public relations literature. Internal data were obtained by use of the Institutional Goals Inventory, Form 1. Congruence between stated mission and perceptions indicated that the change toward secular status was genuine, whereas a lack of such congruence indicated that the change had been in name only. (UM)

Kobosky, Bernard J. Institutional/Community Relations in an Urban Setting: The University of Pittsburgh Experience. Ph.D., University of Pittsburgh, 1974.

This investigation explores the conflicts that have grown between large urban institutions of higher education and their inner city neighbors. The findings are that the university, having acceded to joint planning within an overall community organization, now needs to take a more active leadership role within the organization to be sure that such planning actually comes about. The alternative is to leave community planning to the "haphazard outcome of a struggle between the various (community) interest groups." As a part of this study, an analysis of the minutes of the meetings of the joint planning organization was completed to determine the general tone, character, and mood of the participants at various stages between 1970 and 1973. (UM)

Kummerfeldt, Irvan J. From News Bureau to University Communications: A New Name, Definition, and Organization. Ed.D., Indiana University, 1968.

The central purpose of this research was to devise a functional definition of the area of college and university administration in the U.S. that is responsible for public contacts through the mass media and on a person-to-person basis. The study demonstrated that the major constant in the evolution of the university administrative area was its continuing concern with communication. Based on findings of this study related to its unifying communication function, the following conclusions were made: The major function of the administrative area is to facilitate communication between the university and its general and specific publics; the most descriptive title for the administrative area should be "University Communications"; chief administrator for the area should be a vice president; internal structure of communication--verbal, written, and visual; and three criteria should determine inclusion of functions in the "University Communications" area. (UM)

Laakaniemi, Raymond Edward. An Analysis of College and University News as Seen by Education Gatekeepers and College Public Relations Persons. Ph.D., Ohio University, 1979.

Studies have shown the percentage of news in American newspapers devoted to education to be about 1 percent,

or less, of the total. This study examines the mutual understandings of news about higher education between those persons who send out stories from the campuses of 10 Michigan colleges and universities--the public information specialists--and the 10 newspaper education writers who handle the news from those colleges in their respective communities. This study shows that while there is no significant difference in attitude toward higher education between the two groups, in general there is little agreement about the news values of the 68 news stories each person was asked to rate. Factor analysis revealed that newsmen tend to rate stories together which deal with cross-campus, broad social impact issues, with background information, and with locational factors. Public relations persons factor analysis showed items clustering around positive, campus-oriented stories; around negative items; and around issue-oriented items. Newsmen tend to be more education and issues-oriented when rating stories, while public relations persons tend to rate highly stories that serve a single campus well. It is suggested that public relations persons consider cross-campus stories dealing with major, socially-impacting issues in higher education rather than single campus stories, for increased media coverage. (UM)

Lambert, Edward C. The Organization and Administration of Television Programming for School Systems and Institutions of Higher Learning. Ph.D., University of Missouri, 1952.

This study had two major purposes: (1) to survey the organizational and administrative practices that determine the educational television activities of school systems and institutions of higher learning; and (2) to expedite the use of television for educational purposes by supplying public-spirited citizens, educators, and commercial television executives with needed information that previously has not been available. This study resulted in 17 findings including the following: of the 112 respondents, 95.5 percent who are actively engaged in educational TV activities use the facilities of privately owned and operated commercial stations; there are no strictly noncommercial educational stations in operation at the present time; there are no educationally owned, commercially licensed stations in operation; a majority of the educational institutions rely on live telecasts for their educational programming; audience reactions to educational programs have been extremely favorable. (UM)

Morgan, Harmon. The Medium and Mass Media Credibility: A Study of the Relationships Among Apparent Credibility, the Medium as an Approximation of Reality, and the Level of Priority of the Credibility Dimension. Ph.D., Southern Illinois University, 1974.

The basic premise in this study of mass media and credibility was that the medium is a major factor in the determination of the credibility of information by receivers. Results indicated that the medium is a major, but not overriding, element; that the priority level of credibility appears to be low; that apparent credibility appears to be the standard used by people in the assessment of media credibility, when this perception does occur, on the basis of sense modalities, mediation degrees, and approximation of reality; that mass media credibility appears to be a question considered only by one type of person in a positive sense and not a question of importance to other types of persons. (JA)

Morrow, Jerry L. The Role and Value of Weekly Newspapers in the Public Relations Program of a Two-Year College. Ph.D., The University of Toledo, 1971.

This research evaluates the role and value of the weekly newspaper in a two-year college's public relations program. Answers were sought to three questions: Will weekly newspapers accept for publication material that is localized to meet the interests of their readers, but that also includes material of public relations value to the two-year college? What is the cost of preparing such material? Does the approach taken in preparing such material result in different responses? Of the 90 news releases distributed, 60 were published in whole or part. The conclusion was reached that weekly newspapers will publish material that meets their needs and will publish additional information of public relations value to the college. The total cost of the project was \$1,116.45. There was a difference in use based on the approach taken. Three different approaches were used in the research. (UM)

Ravage, John W. Perceptions by Faculty Members and Administrators of Downward Messages in a Midwestern College. Ph.D., Purdue University, 1974.

This research investigates the relationships between institutional satisfaction and (a) Communication Satis-

faction (Hunt) and (b) Communication Satisfaction (Level). The Communication Perception Questionnaire was used for faculty response in which they evaluated messages coming to them from the academic dean and department heads. Communication satisfaction was found to have a positive relationship to institution satisfaction. (OCA)

Richardson, Harold G. Faculty and Student Perceptions of Institutional Functioning and Response. Ed.D., The Pennsylvania State University, 1976.

Richardson's study is part of a larger research aimed at redressing the lack of attention to the climate for change in smaller four-year colleges of the nation. Two questionnaires were used in this investigation: Institutional Functioning Inventory (IFI) and Student Pressures and Institutional Response (SPIR). Among the findings were: faculty and student perceptions of institutional functioning and of institutional responsiveness as measured by their responses to the IFI and the SPIR instruments do tend to differ; there are differences among the institutions studied in terms of differences between faculty and student perceptions of institutional functioning and of institutional responsiveness as measured by their responses. Institutional differences seem to be reflected primarily in the magnitude of faculty and student differences in perceptions. (UM)

Ross, Leslie W. Communication in College Administration. Ph.D., University of Michigan, 1962.

This study consists chiefly of an investigation of the literature relevant to various aspects of communication in college administration. The main objective of the investigation was to identify established concepts in the several subdivisions of communication study that might be helpful in the management of colleges and universities. The study reveals that these broad areas of communication interest may be readily identified: communication engineering, mass communications, communication skills, mathematical and statistical studies of communication, linguistic and semantic aspects of communication information theory, and administrative communication. The overriding purpose for administrative communication in a college or university is to relate all of the various functions of the institution to each other for the optimum accomplishment of organizational objectives. (UM)

Sadler, William J. Communication in Organizations: An Exploratory Study. Ph.D., The University of Wisconsin, 1974.

This study investigates the nature of communication in six organizations relative to the independent variables of 15 individual attributes and 10 departmental factors. Individual variables include job level, sex, age, education, and job satisfaction. Departmental variables relate to technology, size, and external influences. (OCA)

Scannell, Donald F. Mass Media Use, Information, and Opinions Concerning Higher Education. Ph.D., University of Minnesota, 1966.

Purposes of this investigation were to study differences between community leaders and the general public on: information levels on higher education, attitudes on selected topics, sources of information on higher education, general mass media habits, and kinds of higher education news as compared with kinds of stories in newspapers. Procedures included interviews with 81 community leaders in Aberdeen and Huron, South Dakota, and a three-wave mail survey of two 500-person telephone book samples. Findings included: community leaders had higher information levels than did mail survey respondents and they had different attitudes on many topics, as well as different sources of information about higher education. Both community leaders and the general public held higher education in high regard. The public placed most emphasis on job training as an outcome of college, but community leaders also placed high value on other outcomes. (UM)

Schaff, Samuel D. Administrative Communication to Faculty and Students in an American College. Ed.D., Columbia University, 1955.

Schaff attempted to gain from some of the key literature and studies of business and industry information that would help the college administrator improve his or her communication to the groups comprising the college community--the governing board, the administration, the faculty, the students, the non-teaching staff, the alumni, and the community publics.

Seehafer, Eugene Fred. Organizational Communication to and from the Office of the American College and University

President. Ph.D., Rensselaer Polytechnic Institute, 1977.

The purpose of this study was to ascertain the nature of presidential communication patterns. The author mailed questionnaires to a 50-state sample of 916 presidents and experienced a 33 percent response rate. Results indicate that most presidential communications concern faculty and academic affairs. Other topics of communication, in descending order of frequency, are business/financial management, fund raising, business-related external society, student, athletic, alumni, and admissions matters. The findings indicate that a structural theory of organizational communication (communication varies with modifications in structure, such as public vs. private, church-related vs. secular, and so forth) is borne out, but that an environmental theory (communication patterns change with given situations, emergencies, and so on) is not validated. (UM)

Shubert, Charles L. The Role of Audio-Visual Media in the Public Relations of Colleges of Teacher Education. Ed.D., The University of Nebraska Teachers College, 1958.

The purpose of this research was to determine the use that has been made of audio-visual media in the public relations of state tax-supported colleges of teacher education. A second aim was to determine an estimate upon the effectiveness of these media, one with another. Among the conclusions were: most public relations departments in tax-supported colleges of teacher education were directly associated with the presidents' offices; there was little relationship between public relations and audio-visual departments; responsibility for radio and television is widely scattered; the most used audio-visual media in public relations were, in the order named, flat pictures, tape recordings, sound films, display boards, slides, charts and maps; those who used these media indicated that they thought motion pictures most effective. (UM)

Smits, Peter Nicolas. A Partnership of Service: A Study of the Relationship Between American Higher Education and Special Olympics. Ph.D., State University of New York at Buffalo, 1981.

This study is concerned with the relationship between higher education and Special Olympics for the mentally retarded. It is intended to provide for higher educa-

tion an assessment of a significant public service activity, and for Special Olympics heretofore unavailable data on the operation of the program at a fundamental level, the area program. A taxonomy of 33 critical services necessary for the implementation of area Special Olympics programs was developed, providing a theoretical framework by which to assess the current state of the art. Particular attention was given to the number of colleges and universities assisting Special Olympics, the levels of support they provide in the various service categories, and the current and desired impact of college and university services on Special Olympics.

Data gathered from 498 area coordinators indicated that colleges and universities are the second most popular site for games and programs (after high schools and junior high schools). Colleges and universities, area coordinators indicated, are making more services available and these services are having a greater impact on current success of area games and programs than are other types of sites. (UM)

Snipes, Ronald L. News Values and News Decisions of High and Low Authoritarian Editors. Ed.D., Oklahoma State University, 1974.

This dissertation explores the effects of news dimension elements on the probable use of news stories and the effects of authoritarian personality types on the selection of the news dimension elements. Four editors from Oklahoma and four editors from California were administered a Q-sort of 48 news stories containing the 12 possible combinations of the following news dimensions and their elements: prominence, known principals, unknown principals; significance, impact, no impact; normality, oddity, conflict, normal. The eight editors preferred stories containing impact over no impact, known principals over unknown principals, oddity and conflict over normal. (JA)

Sullivan, Daniel C. An Analysis and Comparison of Editorial Stance on Educational Topics in the St. Louis Globe-Democrat and St. Louis Dispatch, 1960-1969. Ph.D., St. Louis University, 1972.

The problem was to analyze and compare editorial expression on education in the St. Louis Post Dispatch and St. Louis Globe-Democrat during the 1960s. Editorial

topics were examined to determine their nature and quantity. A total of 38,008 editorials were published. Of these editorials, 2,255 dealt directly with education. Editorials were grouped under elementary and secondary (1,378) and higher education (877). The higher education subtopics were curriculum, facilities, finance, organization and reorganization, personnel, and school-community topics. Editorials were also classified on the basis of editorial stance, educational level, geographic area, and educational system. The stance of the Post was favorable in 61 percent of the editorials, neutral in 14 percent, and unfavorable in 42 percent. The Globe's stance was 51 percent favorable, 7 percent neutral, and 42 percent unfavorable. There were six findings and five conclusions reported. (UM)

Trotter, Edgar P. A Coorientational Analysis of Gatekeeper, Audience, and Publisher Patterns of News Selection. Ph.D., Southern Illinois University, 1975.

Using the General Coorientation Model of Chafee and McLeod as an organizing paradigm, the author measured coorientation relations that gatekeepers had with their audiences as well as with their publishers. It was hypothesized that because of strong socialization pressures, gatekeepers' congruency relations with the publisher and audience would not significantly differ. A 54-item Q-sort was administered to 10 editors, the publisher, and 39 readers of the Paducah (Ky.) Sun-Democrat. The Q-sort was made up of five news dimensions: impact, oddity, conflict, prominence, and magnitude. Gatekeepers had a high congruency relation with both the publisher and the audience. However, the editors were found to be not as accurate as they perceived themselves to be. (JA)

Tyler, Tracy F. An Appraisal of Radio Broadcasting in the Land-Grant Colleges and State Universities. Ph.D., Columbia University, 1933.

In this research, Tyler includes not only factual material concerning the way in which broadcasting is administered in the institutions, the equipment used, the financial cost involved, and the actual programs broadcast, but also the opinions of the 631 persons interviewed on vital questions in the field of radio broadcasting.

Viamonte, Daniel, Jr. An Introductory Study of the Status and the Trends of Radio and Television Activity in Accredited Two-Year Institutions in the United States. Ph.D., Wayne State University, 1969.

Viamonte's purpose was to provide basic information to include the following: to elevate the amount of information concerning radio and/or television activity on the two-year institutional level in the U.S.; to present a guide that could be used for the establishment and improvement of radio and/or television activity in two-year institutions; to present a current radio and television directory of two-year institutions to help open "channels of communication" between the broadcast industry and the two-year institutions; to raise major questions that are common to two-year institutions; to create and stimulate interest in the area of radio and/or television. A number of recommendations are made. (UM)

Wanty, Vernon. The Flow of Communication in a Community College. Ph.D., Michigan State University, 1967.

This study was designed to determine how the students and faculty members of a community college in a metropolitan area learn about the policies and operation of their college. The investigator selected three types of commercial channels (newspapers, radio, and television) and the five campus channels of communication (student newspaper, college radio, student conversation, president's talks, and bulletin board) that the administrators believed were the most frequently used to convey official information from themselves to the college community. Five issues were also identified as those that were well-publicized and with which the students and faculty could be expected to be conversant. The results suggested that more than 90 percent of the students and the faculty depended on college media rather than commercial media for news about the college. (UM)

Webber, Warren L. Communications in the Internal Governance of Small Church-Related Liberal Arts Colleges. Ph.D., The Ohio State University, 1966.

The nature of communications in the processes of decision making in small church-related liberal arts colleges was investigated, the historical importance of church-related colleges in American higher education

reviewed, and the present purposes of Christian colleges discussed. A questionnaire was mailed to those church-related colleges in the U.S. with curricula devoted to the arts and sciences, that were listed in the 1962-63 Education Directory, and with coeducational student bodies with listed enrollments of 500 to 900. Results of the questionnaires disclosed the communication practices of 88 colleges in the areas of institutional purposes or objectives; administrative organization, faculty personnel administration, student personnel administration; curriculum and instruction; library facilities and use, budgetary procedures; and physical plant utilization and development. Twenty specific practical recommendations are given to increase the flow of communication among the administration, faculty, trustees, and students. (UM)

Whiting, Larry Robert. Communications Technology in the Land Grant University Setting: A Focus on Computer-Based Innovations for Information Dissemination to External Audiences. Ph.D., Iowa State University, 1981.

The purpose of this study was to analyze communications systems in land-grant universities in terms of five general areas of concern: standards and quality; technological limitations; man-machine interface; financial and economic considerations; and information proprietorship considerations. Two types of systems were studied: those within information and publications offices involved primarily with computerized news transmission, typesetting, office management functions, and text processing and editing; and the "information utility," providing general news information, electronic mail services, problem-solving and educational programs, and computerized assistance to end users (e.g., farmers and agri-businessmen). No serious problems were revealed, but cautions were advanced. Cost savings should not be expected by implementing such systems, but time and money can be used more effectively through these systems. These communications systems are in large part justified by the increased use of news releases by newspapers; saving newspapers electronic processing time and expenses translates into substantial benefits to academe. The author suggests that leaving software production to computer technicians rather than subject matter specialists in development of information utilities may affect detrimentally the quality of systems. (UM)

Wilson, Harold E. Communication in Administrative Organizations. Ph.D., The Ohio State University, 1964.

A design and methodology were selected that would permit the study of the communication process in dynamic school administrative organizations. The methodology employed was a modification of the "Critical Incident" technique. Respondents were asked to submit significant incidents involving communication. Upon analysis, these were grouped into the following eight categories of related elements: understanding purposes; communication organization and structures; communication procedures and techniques; timing and timeliness of communication; content of communication; communication involvement; communication results; and follow-up on communications. The findings appear to form a basis for a meaningful, functional model of communication. The model appeared to indicate that the communication process grows out of an understanding of the purposes of the organization, translated into a clearly defined communication organization and structure with a variety of communication procedures and techniques. (UM)

Wilson, Robert Archer. The Public Relations Potential of a College Governing Board. Ph.D., The University of Arizona, 1979.

The board of visitors of Richmond Professional Institute was created in 1962. This study analyzes the board's role in the development of the college from 1962 to 1968, when it became Virginia Commonwealth University. The author based his analysis on official records of the board and its committees, college publications, local newspapers, and so forth, and on interviews with board members and college personnel, and his own experience as a board member. Employing a nine-point critical model, the author found that the board (1) had a well-defined philosophy for the college; (2) was positive and aggressive in goal-seeking; (3) used sound psychological and sociological models; (4) set goals and reached appraisals on a pragmatic basis; (5) determined its target publics extremely well; (6) had a public relations organization but not a plan; (7) used a wide range of communication techniques; (8) took an active public relations role (9) on a continuing basis, but was deficient in evaluation. Developments at the college during 1962-68 indicate that the public relations activities of the governing board had a direct, positive effect on public opinion and financial support and, by extension, were respon-

sible for larger enrollments, expanded faculty, and better facilities. (UM)

Wolohojian, George Gregory, Jr. Retrenchment Strategies, Lay Governance, and Decision Making: A Three Level Analysis of Syracuse University and Its Board of Trustees. Ph.D., Syracuse University, 1979.

This dissertation is a study of the boundary spanning and decision-making functions of the Syracuse University board of trustees. The board of trustees has traditionally been largely associated with the dual role of "buffer with the environment" and "high level policy maker." Because institutions now face the potential of retrenchment and decline (long-term debt service, an inflationary economy, costly government programs, a tuition-dependent budget, decline in number of available students, and so forth), boundary spanning and strategic decision making may become increasingly crucial.

Data indicate that Syracuse trustees, like trustees elsewhere, are making significant adaptation to changes in the external environment. Adaptations included management retrenchment strategies, organizational differentiation, and subunit specialization. Factors of professional competence, proximity to campus, and availability of free time were not significantly related to an individual board member's level of involvement, but status on the board was found to be a significant factor. Knowledge about and identification with the institution were not found to be related to decision-making participation, but were related to the trustee's effort and effectiveness in boundary spanning. Strong support was found for propositions linking a member's influence with participation in decision making and with boundary spanning activity on the part of the respondents. This would appear to be a crucial finding, given the strategic nature of such efforts for institutions facing environments of decline.

The conclusions suggest that institutions and their lay governing boards should modify their behavior as well as their structure to cope with changes in the environment of higher education. (UM)

EDUCATIONAL FUND RAISING

Allen, Warren A. Devices That Business Corporations Have Used in Supporting Higher Education. Ed.D., Columbia University, 1968.

A new aspect of philanthropy is the support of higher education out of corporate profits administered by business management. This study describes the practice and examines some of the methods used in execution. Results obtained from a questionnaire to management personnel demonstrate that business supports higher education for the following reasons: (1) the concept of corporate citizenship; (2) the desire to maintain a national climate favorable to free enterprise; (3) trained manpower; and (4) other direct or indirect benefits including new knowledge. The author concludes that business is not irrevocably committed to raising its goals annually for educational support; corporate programs for aid to education tend to imitation rather than invention; and corporation contributions for the most part anticipate direct and immediate benefits to the corporation or its shareholders. (UM)

Allen, Irving Henry, Sr. A Comparative Study of Alumni Attitude Toward Their Alma Mater at Selected Small Black Church Related Colleges in Texas. Ph.D., Kansas State University, 1981.

The primary purposes of this study were to determine: the behaviors that alumni exhibit that indicate their attitudes of support or nonsupport for their alma maters; and the characteristics of alumni affairs programs vis-a-vis level of alumni support. The study focused on alumni of small, historically black, church-related colleges in Texas. Among the conclusions were that: the overall level of support at these colleges is relatively high; donors tend to be satisfied with their college experiences--there are, however, no significant differences noted in attitudes of donors and non-donors with respect to pride in their alma maters; and alumni giving is influenced by increased awareness of the financial needs of their alma maters. (UM)

Armstrong, Kenneth S. A Critical Evaluation of the Fund-Raising Program of Pasadena College. Ed.D., University

of Denver, 1961.

The purpose of the investigation was to describe the present state of fund raising for the small private college, based upon extensive interviews with selected small college administrators and a review of current literature; to extrapolate from this base some relevant principles of fund raising for the small college; to use these extrapolated principles as a basis for the critical evaluation of Pasadena College. Eleven principles were developed from the literature and from interviews and were used to evaluate the fund-raising program of Pasadena College. (UM)

Ashfield, Jean A. The Role of the Trustee, As It Relates to Fund-Raising in Six Independent Liberal Arts Colleges. Ed.D., Columbia University, 1965.

The purpose of this investigation was to look at the trustee's role in fund raising and to assess the strengths and weaknesses of this role in six independent liberal arts colleges. More than 70 selected trustees, college presidents, development officers, and authorities in the administration of higher education and fund raising were interviewed. Results of the study demonstrate that fund raising cannot be considered apart from the other functions trustees are required to perform. Fund raising, to be successful, must grow out of the educational program and objectives. If trustees are actively involved in carrying out their specialized functions in areas other than fund raising, then exceptional trustee activity in the fund-raising process will naturally follow. Results further show that trustees need to be provided with more adequate evidence about the program, educational policies, objectives, and achievements of their colleges. More effective communication is needed among faculty, trustees, students, alumni, and the administration. (UM)

Bakrow, William J. The Relative Effectiveness of Certain Procedures and Practices in Fund Raising in Selected Private Colleges and Universities. Ed.D., Indiana University, 1961.

The problem was to determine the prevalence of certain procedures and practices in fund raising in selected private colleges and universities, and to determine the effectiveness of these practices and procedures as evaluated by development officers of the institutions surveyed. Among the five findings and four conclusions

are the following: support from the federal government was rated insignificant by respondents from private men's colleges, private women's colleges, small coeducational colleges, and large coeducational colleges; private universities rated federal aid as very significant; there were 25 different titles used, the most frequent of which was "director of development"; 10 percent of the participating institutions reported that they insisted on overhead funds from the sponsoring individual or organization for scholarship and loan administration, while 47 percent required overhead funds for research administration. (UM)

Beckett, Ray H., Jr. The Meaning, Management, and Benefits of a Deferred Gifts Program for Public Institutions of Higher Learning in the Intermountain West. Ph.D., University of Utah, 1973.

Beckett completed a study in 1973 of the deferred giving programs at 12 public colleges and universities in the Intermountain West. Comparing the programs, he found that trusts and estate planning were not being completely accepted as fund-raising techniques. He attributed this situation to a lack of knowledge and staff expertise in administering deferred giving programs. He concluded that greater effort should be made to inform college administrative officials of the potential benefits of such programs; to make more effective use of presidents, trustees, faculty, and students in establishing institutional development goals; and to make more extensive use of volunteers in identifying and cultivating prospective deferred givers.

Bell, Joyce M. A Study of the Persuasive Speaking Techniques of Private Black College and University Presidents in Their Fund-Raising Efforts for Survival. Ed.D., North Texas State University, 1977.

The problem of this investigation was to identify the persuasive speaking techniques of private black college and university presidents in their fund-raising efforts to support the educational programs of black colleges and universities. The evidence tended to support the conclusion that there is some relationship between speaking and fund raising. The speeches probably produced some effect on the audiences. (UM)

Betts, Francis Marion, III. The Development of Objectives for a Training Program in Fund Raising for Educational Administrators. Ed.D., University of Pennsylvania, 1977.

The purpose of this study was to identify the objectives for a curriculum intended to increase the effectiveness of educational administrators as fund raisers. Three areas in fund raising were investigated: knowledge judged by fund raisers to be important in successful fund raising; situational factors judged by fund raisers as influencing the outcome of successful fund raising; and personal attributes of successful fund raisers. A questionnaire was developed containing two groupings of items. The first grouping included items relating to legal and organizational bases of fund raising, technical issues and psychological factors, and factors of a general environmental nature. The second grouping included 22 items identified as situational characteristics of the organization seeking funds or the program for which funds are being sought. Respondents were also requested to complete the Adjective Check List, intended to ascertain personality attributes. The response rate for the first part of the questionnaire was 46 percent, for the second part 37 percent, and for the Adjective Check List 28 percent.

Questionnaire results indicated a commonly identified body of knowledge judged important by fund raisers in the areas of legal and organizational bases of fund raising, technical issues, and selected situational characteristics. Areas that were deemed important in pertinent literature, by questionnaire respondents, and by the author's personal knowledge and observations were considered important in the development of a curriculum on fund raising for educational administrators. Results from the Adjective Check List indicated that certain personality traits, such as persistence, were also appropriate for inclusion in the suggested curriculum. (UM)

Blount, LaWanna Marie Lease. Contributions of Selected Private Philanthropic Foundations for Higher Education Administration, 1966-1975. Ph.D., The University of Wisconsin-Madison, 1978.

This study investigated higher administration grants made during 1966-75 by 10 private foundations to determine the foundations' responsiveness to the concerns of college and university administrators as expressed in the published papers and proceedings of seven national association groups. Grant information

was compiled from files, annual reports, and tax records of the 10 foundations.

The author found that grants made by these 10 foundations amounted to 12.4 percent of all grants given to higher education during the decade. Roughly half of the grants under investigation (45 percent) went to private institutions, and most were given for the purpose of institutional improvement of management and governance. Priority areas of grant-making during 1971-75 were equal opportunity, management techniques, financing, and administrative leadership development, all of which were consistent with the concerns of higher education administrators. (UM)

Bornheimer, Deane G. The Director of Development in Selected Independent, Liberal Arts Colleges of Moderate Size. Ed.D., Rutgers University, 1967.

Bornheimer sent questionnaires to private liberal arts colleges in the U.S., with enrollments of from 600 to 3,000 students, to examine the educational background, experience, status, and role of persons filling the position of director of development. His results showed: a wide variety of educational backgrounds on both the undergraduate and graduate level, with a preponderance in the humanities and social sciences, and a wide variety of backgrounds of previous employment, with the largest single group having experience solely in the field of education.

Bremer, Fred H. Philanthropic Support for Public Junior Colleges. Ph.D., The University of Texas, 1965.

Philanthropic support for the public junior colleges from July 1, 1960 to June 30, 1963 was studied with emphasis on the following: types of gifts, purposes of gifts, criteria considered essential for securing philanthropic support, and a comparison of philanthropic support received by the public and the private junior colleges. Information was based on 294 junior colleges. Among the findings were: six criteria were designated as essential for securing philanthropic support: officials assuming development responsibilities, existence of alumni organizations, alumni funds, volunteer groups, membership in the American Alumni Council, and membership in the American College Public Relations Association. A total of 163 institutions acknowledged receipt of gifts amounting to \$19,003,977. (UM)

Britt, William M. The Office for Development at Selected State Institutions of Higher Education. Ed.D., University of Tennessee, 1967.

This researcher conducted a study of the functions performed by development offices at land-grant institutions. Of the 97 institutions receiving his questionnaire, 62 responded. Britt concluded that the evidence clearly indicated that the activities of most development offices included much more than fund raising. Some of the other functions frequently mentioned were physical plant expansion, alumni relations, public affairs, and legislative relations.

Broce, Thomas E. A Study of Oklahoma-Based Private Philanthropic Foundations and Their Impact on Higher Education in Oklahoma. Ph.D., The University of Oklahoma, 1970.

The basic purposes of this research were: to investigate private philanthropic foundations operating in the State of Oklahoma to determine their individual and cumulative grant programs and their individual purposes and objectives; to determine what impact the financial support of Oklahoma-based private philanthropic foundations had on institutions of higher education in Oklahoma; to establish a pattern of investigation and analysis of foundations that will be applicable throughout the nation; to study legal aspects affecting foundations in the nation and in Oklahoma; to study effects on foundations of government investigations into the activities of foundations; and to study the effects of the Tax Reform Act of 1969 on foundations. (UM)

Buck, Joseph A. Perceptions of Selected Corporate Officials in Five Southeastern States Which Influence Their Corporation's Giving to Higher Education. Ed.D., University of Georgia, 1976.

The purpose of this dissertation was to survey and describe patterns of corporate giving to higher education in five selected southern states by emphasizing the methods of giving, the personnel in each corporation who determine to which institutions contributions will be made, the patterns of preference in giving to public or private institutions of higher education, and the institutional programs and characteristics that influence a corporation's giving policy. The sample consisted of 400 selected corporations in Florida, Georgia, North Carolina, South

Carolina, and Tennessee. Major findings include: most corporations do give to private and public higher education but do not give substantial amounts; top management makes the decision to give without any real input from stockholders; corporations prefer to give to several institutions, and very few contribute solely to public or private higher education. (UM)

Callaghan, Dennis W. Management of the Corporate Gift-Giving Function: An Empirical Study in the Life Insurance Industry. Ph.D., University of Massachusetts, 1975.

This researcher investigated in detail techniques and processes in the management of charitable activities in a sample of five firms selected from the life insurance industry and cast those techniques and processes in a positive analytical framework. Of special interest were: fundamental rationale for contributions; relevant organization structures; formal and informal objectives and policies; processes and decision criteria in budgetary allocations and recipient choice; and discrepancies between existing prescriptions and the techniques and processes exercised in the subject companies. (UM)

Cheatham, Roy E. A Study of Financial Support Provided By Selected Private Foundations To Historically Black Colleges and Universities. Ph.D., Saint Louis University, 1975.

This researcher analyzed systematically the financial support received by historically black colleges and universities from selected foundations. The author selected 15 foundations for the study, and 56 black colleges and universities responded to the questionnaire. The findings of the investigation indicated that the historically black colleges and universities received about 6 percent of the grant payments from the selected foundations during the 10-year period, and these institutions received approximately 6 percent of their operating budget from private foundation support. (UM)

Coloia, Louis Samuel, Jr. Fund Raising in Private Higher Education: An Analysis of the Role of the Development Officer as Administrator at Selected Institutions. Ph.D., Loyola University of Chicago, 1980.

This study reviews the history of philanthropy in American higher education and traces the transfer of

fund-raising responsibilities from the university or college president to the board of trustees and finally to the development officer. By surveying 105 private (or sectarian) four-year liberal arts institutions, the author examines the administrative role of the contemporary development officer. Basing his analysis on the model created by Benjamin E. Sprunger in 1978 for the Council for the Advancement of Small Colleges, the author concludes that development officers have become full partners in institutional decision making, as is evidenced by their performance of the administrative activities of (1) planning, (2) organizing, (3) staffing, (4) leading, (5) evaluating, and (6) developing. The author predicts that development will continue to have a significant impact on the viability of private higher education. (UM)

Cramer, Robert V. Financial Development in Private Higher Education and Effects of Related Variables. Ph.D., University of Connecticut, 1967.

In an effort to identify successful fund-raising practices in small, private, primarily liberal arts colleges, Cramer gleaned from current writings and by consultation with representatives of organizations concerned with educational fund raising a list of 49 areas, programs, and activities generally believed to influence an institution's success in seeking private support. Some of the variables Cramer used are: amount spent in financial development, total gifts received, total gifts received from alumni, number of alumni, amount of time president spends soliciting gifts, number of trustees, percentage of trustees making contributions, the establishment of a parents' fund, and an organized community support program.

Dahl, Randall Wilson. Early Predictors of Alumni Giving: An Empirical Study of Selected Pre-Enrollment Characteristics and Collegiate Career Experiences in the Giving Behavior of Alumni of a Public University. Ed.D., University of Kentucky, 1981.

The purpose of this study was to determine whether and to what extent selected pre-enrollment characteristics and collegiate experiences influence the giving behavior of alumni of the University of Kentucky. Two groups of 186 students each, who entered during the fall semester of 1965, were studied to compare characteristics and experiences of "givers" with

"non-givers." The principal conclusions included the following: pre-enrollment characteristics (personal and family background, personality, academic background and ability, and so forth) did not appear to exert a significant influence on subsequent giving behavior; among collegiate career experiences only academic performance is systematically associated with giving; most of the influence on giving lies in factors other than those typically associated with pre-enrollment and academic career experiences; and ordinary institutional data resources can be used to provide an improved explanation of giving by alumni. (UM)

Dane, John H. An Analysis of the Trends of Financial Support By Philanthropic Foundations to General Programs in U.S. Higher Education, 1955-1970. Ph.D., University of Pittsburgh, 1974.

This investigation examined one source of financial support to higher education--the broad-purpose philanthropic foundation--which has given higher education about 23 percent of its grants. The sample studied consisted of the 20 largest foundations, defined by assets owned in 1970, that had given higher education at least 20 percent of their grants and that were chartered since 1954. The sample's contributions to higher education rose from \$29.9 million in 1955 to \$183.7 million in 1970. The trends during the period studied were: foundations were making almost five times more grants in 1970 than in 1955; higher education was receiving one-half of these grants; most grants were directed to support plant expansion, the faculty, and the institution. By 1970, the pattern changed with the foundations directing more of the grants to support programs that provided funds directly to students. (UM)

Degerstedt, Lynn Maurice. Non-Profit Foundations Formed by Public Community Colleges: Profile of Their Use for External Funding. Ed.D., Brigham Young University, 1979.

The purpose of this study was to: (1) determine the extent to which community college nonprofit foundations were a source of external support; and (2) gather information about foundations' aims, organization, and performance.

Study findings include: (1) the rate at which foundations are being established is increasing, with 58 percent of public community colleges having one and half

the remainder planning to form one within five years; (2) foundation responsibility, in most colleges, is placed at the highest level of administration; (3) 25 percent of foundations had assets of \$50,000-\$100,000, and one-third had \$15,000 or less, and personal solicitation, direct mail, business/industry donations, and special events were the most effective fund-raising methods cited; (4) selection of foundation directors, careful planning, and philosophical and resource commitment by the college were viewed as critical to long-term success; and (5) only eight foundations have been, to date, challenged by the Internal Revenue Service. (UM)

Duffy, Edward Francis. Evaluative Criteria for Community College Foundations. Ph.D., The University of Florida, 1979.

This dissertation's purpose was to develop evaluative criteria for establishing and maintaining successful community college foundations. The criteria were rank ordered on the basis of perceptions of selected presidents and development officers at community colleges in the southeastern United States. The study answered these questions: (1) How many community colleges in the southeast United States have foundations? (2) What do selected community college administrators perceive as the characteristics that identify a successful community college foundation? (3) What do selected community college administrators perceive as the conditions found in a successful community college foundation? (4) How do these perceptions of success vary between types of public community colleges (e.g., single, multi-campus, large or small colleges)? (5) How do the development officer and the president of a college vary in their perceptions of the characteristics and the conditions of a successful community college foundation?

The collected perceptions established that certain characteristics and conditions are associated with a successful community college foundation. (UM)

Elkins, Floyd S. Philanthropic Support of Private Junior Colleges in the United States. Ph.D., The University of Texas, 1965.

The problems examined here were: the extent to which the private junior colleges maintain development programs for private support, the type of gifts

received by these institutions, the sources of private support, the purposes for which the private support is used, and the features of effective junior college development programs. The data indicated that the majority of private junior colleges maintain a development program to some degree. The evidence verified the generalization that the amount of philanthropic support received by private junior colleges is related to: the existence of staff members responsible for the development program, volunteer groups, active alumni organizations, active alumni funds, membership in the American Alumni Council and the American College Public Relations Association. (UM)

England, Thomas G. Influence of Student Protest Upon Philanthropic Support of Selected Institutions of Higher Education. Ed.D., The University of Tennessee, 1973.

In the late sixties major student protest activity disturbed the equilibrium of the higher educational institutions. It was argued that the incidents of student protest adversely affected the level of financial support received by higher educational institutions from philanthropic sources. The major purpose of this study was to determine whether or not significant differences existed in the mean level of philanthropic financial support of selected higher educational institutions during the period beginning with the 1964-65 school year through the 1969-70 school year. Data were used from 510 institutions. Data were classified into two groups: the first group included all institutions in the sample that had experienced major student unrest; and the second group included all other institutions in the sample. The analysis resulted in these findings: a significant difference was found between the mean philanthropic financial support received by the two groups of institutions for each of the years under study from alumni, corporations and business, general welfare foundations, non-alumni individuals, religious denominations, nonidentified or other group, all sources. No significant difference was found from other groups. (UM)

Gabrielsen, Paul T. Increasing Financial Support of Small Private Colleges Through Model Fund Raising Programs. Ph.D., United States International University, 1975.

The problem in this study was to discover what generalizations could be developed to assist small private

colleges in improving their financial support through delineating a model fund-raising program. A set of 20 summary generalizations was proposed as a model that could be utilized to design and/or improve new or existing small college fund-raising programs. The model was given a limited test by the case study method and by independent experts' judgment. Two successful small private college fund-raising programs were studied in their entirety and described in two case studies. The two programs were compared with each other and with the model generalizations. Three independent experts made judgments on the probable utility of the model. A comparison of the two programs with the model found a high degree of conformity between the ideal model and actual successful practices. (UM)

Gallagher, Sister M. Eymard. A Study of Private Two-Year College Fund-Raising Programs. Ed.D., Columbia University, 1964.

The aim of this investigation was to identify educational fund-raising practices at a selected number of private two-year colleges in the continental United States, to determine their future fund-raising plans, and to attempt to discover why private two-year colleges had not gained more constituency gift support. Among the conclusions are the following: it appears that private two-year colleges are not doing as effective a job in fund raising as senior institutions; two-year colleges do not appear to be sufficiently well-organized to solicit their constituencies; most of the two-year colleges participating in the study do not have well-defined long-range plans; private two-year colleges with fund officers appear to have greater success and better future advancement plans than do the colleges without fund officers. (UM)

Gayton, Carver C. Federal Funding and Its Impact on the University. Ph.D., University of Washington, 1976.

This study examines the federal government's relationship with the university from the following perspectives: overview of the impact of federal funding on the University of Washington; the problems of indirect and overhead costs on federal projects; and a case study of the University of Washington principal investigators' relationships with federal agencies. (UM)

Giddens, Thomas R. A History of Selected Forms of State Aid to Private Institutions of Higher Education in the U.S.

Ph.D., Indiana University, 1969.

The purpose of this study was to investigate all five forms of direct state aid and one of the seven forms of indirect state aid to private colleges and universities in the U.S. in order to explain when, where, how, how much, and why state aid has been granted with particular reference to the period since 1900. Conclusions of the study were: direct state aid has traversed an historical cycle; has been sporadic and haphazard except in five states; has not been a significant source of income for the vast majority of private institutions and thus has had little, if any, impact upon the financing of private higher education; has been limited to two geographic regions of the country; has not resulted in attempts by state governments to interfere with or control the administration or governance of the private institutions receiving such aid; and, as presently conceived in Illinois, New York, and Texas, appears unlikely to aid those private institutions of higher education most in need of such aid. (UM)

Havard, Ronald J. The Philanthropic Support of Community Colleges in Canada. Ed.D., Indiana University, 1975.

The problem addressed here was to ascertain the philanthropic support of public and private community colleges in Canada during the years 1968 to 1973. The study designated six criteria as essential for securing philanthropic support: development officer; a voluntary committee; an alumni organization; an alumni fund; membership in American Alumni Council; and membership in American College Public Relations Association. Thirty-seven percent of the responding community colleges indicated that they received private support. The investigations of the type of gifts revealed that 88.9 percent of the total amount received was in the form of cash. Two prime sources of this financial support were religious denominations and corporations. (UM)

Hollis, Ernest V. Philanthropic Foundations and Higher Education. Ph.D., Columbia University, 1938.

Hollis is concerned in this study with to what extent and in what direction higher education in the United States has been influenced by the philosophy, administration, activities, and money of philanthropic foundations. In addition to information on the foundation

as a social institution, he also analyzes foundation activities for higher education including activities for student and faculty welfare, endowment and capital outlay, professional education, and nonprofessional education.

Horner, John E. The Development of Corporate Giving to Private Higher Education: With Growth of State and Regional College Foundations, Including the Ohio Foundation of Independent Colleges. Ph.D., The Ohio State University, 1955.

Among the purposes of this dissertation were: to trace the history of corporate giving to private higher education; to describe and to compare 20 contemporary programs of corporate giving; to sketch the rise and development of state and regional foundations; to examine the reasons for corporate giving or failure to give through an analysis of contemporary literature and study of correspondence. Among the nine findings were: the philosophical base of corporate giving should be broadened to include the whole corporate community; available data indicate that corporate giving will continue to increase in the years ahead; the application of the cooperative principle of soliciting and distributing corporate gifts has been an important factor in bringing corporate giving to its present state of unprecedented growth. (UM)

Humphrey, Dorothy J. A Study of the Interest of Philanthropic Foundations in Grants for Health Education and Physical Education to Colleges and Universities Granting Degrees in Health Education and Physical Education, 1953-64. Ed.D., George Peabody College for Teachers, 1965.

The focus of this study was to determine the interest of philanthropic foundations in grants for health education and physical education in colleges and universities granting degrees in these two areas. Attention was focused on the kinds of financial assistance made by philanthropic foundations, as well as on their implications for programs of health and physical education in the institutions during the 11-year period. (UM)

Ishoy, Victor A. Fund Raising: A Function of Development in Financing Higher Education. Ed.D., Brigham Young University, 1972.

This study ascertained the benefits resulting from fund-raising programs directed by a formally organized college or university development office. The results of the study showed wide variations in the benefits received for effort invested. The institutions with smaller enrollments expended larger budgets in the development efforts and received substantially greater net gains per student. Some colleges derived a major share of the institutional budget through fund raising. However, if only the average of the benefits ascertained in this study were projected to all colleges and universities, the gain from philanthropy would be twice the benefits of today's efforts. (UM)

Jones, Alan H. Philanthropic Foundations and the University of Michigan, 1922-1965. Ph.D., The University of Michigan, 1971.

The hypothesis in this research was that when commonly reported criticisms of foundation activity at institutions of higher education were thoroughly investigated at the University of Michigan, the bulk of such complaints would be found to be exaggerated and invalid, and that no substantial basis would be discovered to suggest that private funds have wrested control of the university from its public. Four areas of criticism were found: that higher education would profit more if foundations were not subject to tax exemption; that foundations exert improper political and educational influences on institutions of higher education; that foundations have lacked creativity and duplicated governmental programs; and that foundations have favored sciences over the humanities and research over teaching at institutions of higher education. The analysis served to validate the hypothesis, since information gathered did not provide support for any of the traditional criticisms. (UM)

Langeler, George H. Financial Development Programs in Institutions of Higher Education with Special Reference to Selected Colleges. Ph.D., University of Michigan, 1959.

Through interviews with presidents and development officers of selected institutions, Langeler sought to describe the organization and content of their development programs.

Lawson, William B. Foundations and Private Institutions of Higher Education: A Merging of Interests or a Parting of

the Ways? Ph.D., Arizona State University, 1975.

This research sought to determine the relationship between the criteria used by foundation officials in evaluating grant proposals and the criteria used by administrators at private institutions of higher education in preparing grant proposals in the past (1963-73) and to predict what this relationship would be in the future (1974-84). Questionnaires were sent to 47 foundations and 48 private institutions of higher education. Out of the 38 items common to both questionnaires, the foundation officials and administrators were able to agree as to the relative worth of 15 items for the past. Items of most worth were: foundation and institution located in the same state, foundation and institution located in the same geographic region, restricted grants, past experience with the foundation, sound fiscal management, confidence in the institution's president, the foundation's confidence in the school's administration, and the school's reputation for academic excellence. (UM)

Luck, Michael F. The Characteristics of Foundations and Fund-Raising in Public Comprehensive Two-Year Colleges. Ph.D., Southern Illinois University, 1974.

This study was focused on the analysis and interpretation of data from 418 (62 percent of 671) public comprehensive community colleges in the United States which participated in the survey. The focus of the data collected was on the characteristics of college foundations and fund-raising programs as evidenced by their organization and operation. Major findings were that less than half of the public comprehensive community colleges in the United States participate in any type of fund raising or have established foundations; that the number of colleges with annual funds, alumni associations, or full- or part-time individuals assigned to fund raising is increasing; that the majority of colleges with fund raising utilize techniques such as telephone campaigns, direct mail, and personal solicitation; that very few colleges have ever used professional fund-raising counsel; that most colleges are not satisfied with their present fund-raising effort; that most colleges do not fully utilize the full potential of their foundations. (UM)

MacIsaac, Charles R. Attitudes of Donors at Selected Institutions of Higher Education. Ph.D., Iowa State University, 1973.

MacIsaac studied donors at Cornell College, Drake University, and Iowa State University. Among the findings were that donors believe the following: clarity, internal consistency, and relevance to today's society are important aspects of the philosophy and objectives of colleges; academic excellence should attract financial support to a college; gifts should be used for specific projects; cash contributions are the preferred form of giving; increased federal funding for higher education should be in the form of aid to students; colleges should have consistent communication with their alumni, informing them about plans of the college and changes in the philosophy and objectives of the college. (UM)

MacRoy, Charles R. A Study of Voluntary Support of Public Community Colleges in New York State. Ph.D., State University of New York at Buffalo, 1970.

MacRoy's work was designed to determine, describe, and analyze the nature and significance of voluntary support as a real or potential source of financial aid to the public community colleges in New York State. Although at that time voluntary support of two-year colleges was a relatively new phenomenon, MacRoy found that voluntary support to New York State's community colleges did exist and was comparable to that uncovered in other philanthropic studies dealing with the two-year colleges. The study showed that in the year analyzed 331 individual donor transactions were recorded, totaling \$813,696 for an average amount per institution of \$47,864. The sources in order of amount donated were non-alumni organizations, non-alumni individuals, foundations and corporations. Alumni giving as a viable source of support did not exist. (UM)

Markoff, Richard Michael. An Analysis of the Relationship of Alumni Giving and Level of Participation in Voluntary Organizations: A Case Study. Ph.D., The University of Toledo, 1978.

This study was designed to determine if participation of college graduates in voluntary organizations, over and above activities sponsored by their alumni associations, affects financial contributions to their alma maters. Alumni surveyed were graduates of the University of Toledo. The respondents included 160 contributors and 160 noncontributors to the University of Toledo Alumni Foundation. The study concluded that: contributors to the annual fund were more likely than

noncontributors to contribute to voluntary organizations; and contributors were more involved in voluntary organizations than noncontributors. The author makes recommendations for alumni administrators at the University of Toledo based on his findings. (UM)

McGinnis, Dennis Robert. A Study of Fund Raising Programs at Selected State Colleges and Regional Universities. Ed.D., University of Georgia, 1980.

The purpose of this dissertation was to study how state colleges and regional universities could best organize and manage fund-raising programs in order to maximize voluntary financial support. The following were studied and analyzed: the organizational structure and management practices in fund-raising offices in 26 state institutions identified as leaders in fund raising; the perceptions of chief development officers at these institutions concerning the effectiveness of certain fund-raising methods; and the emerging patterns in fund raising that might serve as models for other colleges and universities. Conclusions included: there emerged no "best" organizational structure for fund raising; the chief development officer and the chief executive officer implement and direct fund-raising policy, with only limited involvement of other key personnel; special contributor organizations are valuable; operating costs are relatively low; annual giving has experienced the greatest overall dollar growth, while athletic funding has experienced the greatest percentage growth (development offices are not usually deeply involved in athletic fund raising); volunteer workers contribute significantly to the fund-raising process; and constituencies do not provide substantial support for areas traditionally considered the responsibility of the state. Recommendations for further research are presented. (UM)

McKinney, Ricardo John. Factors Among Select Donors and Non-donors Related to Major Gifts to a Private University. Ed.D., University of Miami, 1978.

The author used the consistency theory of personality motivation to test for differences among donors and nondonors to the University of Miami. His study group consisted of 272 individuals who were either members or prospective members of the university's Founders Society. The theory employed posited that an individual's willingness to donate money would be determined

by: (1) reception of information about the institution through various sources; (2) integration of the information with the person's own attitudes and beliefs; and (3) the formation of images that were consistent with the predetermination of what would be accepted as financially supportable. The author found that donors and nondonors differed significantly in these three factors. (UM)

Meyer, James D. A Study of Fund-Raising Programs in Selected Institutions of Higher Education in the United States.
Ed.D., University of Wyoming, 1971.

The purpose of this research was to determine the current status and types of fund-raising programs employed by a randomly selected group of 200 institutions of higher education in the U.S. An attempt was made to acquire information concerning the future fund-raising plans of these institutions, to obtain information about the individuals in charge of fund-raising programs, to determine the sources of private contributions, and to acquire information about the uses and expenditures of private contributions received over the last five years. Attempts were made to ascertain the present market value of endowment funds, to obtain information about the individual institutional fund-raising programs, and to determine the techniques being used to evaluate fund-raising programs. The study reached nine conclusions including: since 40 percent of the 58 institutions without organized fund-raising programs are planning to initiate a program in the near future, the need for additional qualified personnel to fill such positions will soon become evident; since the value of estates has been increasing at a phenomenal rate, it would appear that deferred giving will become one of the most productive areas of educational fund raising. (UM)

Morris, Donald A. An Analysis of Donors of \$10,000 or More to the \$55 Million Program at the University of Michigan.
Ph.D., University of Michigan, 1970.

This dissertation examines the giving and demographic characteristics of two groups of persons involved in the \$55 Million Program at the University of Michigan. The basic research on the 280 donors and 280 candidates showed many statistically significant differences between the two groups. Paramount in importance in determining whether the persons in the sample were

donors or candidates was their involvement in alumni activities. Next in importance was involvement in student activities. The degrees, especially the first and last, appear to have a strong bearing on whether one is a donor or a candidate. The longer a person attends Michigan and the more degrees he or she receives, the more likely he or she is to be a donor.

Morton, Benjamin L. State and Regional Cooperative Fund-Raising Associations of Private Colleges and Universities: A Study of the Organizational Development, Membership Characteristics, Financial Importance, and Potential of the Associations. Ph.D., The University of Michigan, 1963.

The purpose of this investigation is to ascertain the current and potential financial significance of the cooperative state and regional fund-raising organizations to their member institutions and to private higher education in general. There are two broad and general conclusions that can be drawn from the study: as they are now operated, the state cooperative fund-raising associations appeal more to the smaller private colleges with a liberal arts structure than to the larger and more complex institutions; gifts through the cooperative associations will continue to increase, both absolutely and relatively, and will continue to comprise a major source of gift income for many of the smaller institutions that are members. (UM)

Perrote, Ronald J. Fund Raising in Higher Education in the United States with Special Reference to Selected Institutions in the State of Michigan. Ph.D., Michigan State University, 1974.

This study considered private philanthropy as one of the means of financing the costs of higher education. Thus, the purpose of this study was to gather all available information and data on the total operation of the development process at five publicly assisted universities in Michigan (the University of Michigan, Michigan State, Wayne State, Eastern Michigan, and Central Michigan). Among the 11 conclusions are: experience in fund-raising activity was positively related to the effectiveness of the development process; there was a positive relationship between the amount of support provided for the development programs in terms of budget and staff (investment) by the institution and the productivity in terms of money

raised (return) by the development program; and volunteers were extremely important to the development process. (UM)

Pickett, William Lee. An Assessment of the Effectiveness of Fund Raising Policies of Private Undergraduate Colleges. Ph.D., University of Denver, 1977.

Strategies for increasing fund-raising effectiveness in the private undergraduate college were identified. Fund-raising characteristics of the highly successful fund-raising colleges included: (1) higher average expenditures for institutional advancement; (2) larger institutional advancement staffs; (3) fund-raising functions of annual giving, capital giving, deferred giving, and prospect research were all maintained; (4) larger mailing lists; (5) college case statements; and (6) active committees on development as standing bodies. Study conclusions included: (1) reliable estimates of fund-raising potential are possible; (2) geographical location is not as critical a factor as commonly assumed; (3) critical factors of stability and quality of donors strongly corresponded to market value of endowment, cost of attendance, age of college, in-state enrollment, and graduate school attendance of alumni; (4) institutional characteristics determining access to financial resources were institutional wealth, student socioeconomic level, size, and academic quality; and (5) trustee leadership and institutional direction were fund-raising essentials. (UM)

Prather, Robert Franklin. The Private Liberal Arts College and the Major Gift. Ed.D., Columbia University Teachers College, 1981.

The purpose of this study was to determine whether there generally exists in private liberal arts colleges an agreed-upon process for attracting major gifts; how important the interrelationship of trustees, the president, and the chief development officer is in attracting major gifts; and whether such colleges are making commitments to the attracting of major gifts. Thirty-eight colleges in the New England and Middle States regions were studied, and the fund-raising characteristics of the most and least successful noted. It was concluded that: most institutions have an agreed-upon process involving the five steps of identification, cultivation, planning the approach, solicitation, and follow-up; most private liberal arts colleges, however,

in spite of an agreed-upon process, have not made a commitment to the attracting of major gifts; and, when successful, the process of gaining the major gift normally involves a strong interrelationship of the trustees, the president, and the chief development officer. (UM)

Rio, Pedro E. Thirteen Educational Foundations and American Higher Education. Ph.D., Temple University, 1935.

This research analyzed the activities of 13 educational foundations insofar as they affected higher education in the United States. Included in the study are the aims of these organizations and their policies and practices. Also, aid to college students, libraries, and contributions to the college teacher are examined.

Sears, Jesse. Philanthropy in the History of American Higher Education. Ph.D., Columbia University, 1920.

Sears' purpose was to inquire into the extent to which philanthropy has been responsible for the development of our institutions of higher learning, to discover what motives have prompted this philanthropy and how these motives have influenced college building, and, in addition, to try to bring to light whatever has been developed in the way of a theory of educational philanthropy and educational endowments.

Sharp, Aaron J. A Model for Training Development Directors in Institutions of Higher Education. Ph.D., Wayne State University, 1969.

The purpose of the study was to design a model program of education in the field of educational fund raising. The program would be for people already actively engaged in, or interested in entering, the field of educational fund raising as well as for those simply wanting to become knowledgeable about it. The conclusions include: (1) the basic components of the program would include courses in the areas of law, taxes, communication, volunteers, and computer applications to fund raising, which would be taught by practicing professionals in these areas; there would be an internship under the supervision of a resident campaign director from a member firm of the American Association of Fund Raising Counsel, Inc.; (2) Participants in the program would come from widely diversified backgrounds; (3) The program ought to

be offered beyond the requirements expected of a baccalaureate or master's degree student. (UM)

Sherratt, Gerald R. A Study of the Methods and Techniques Used in Fund-Raising at Selected Public Universities. Ph.D., Michigan State University, 1975.

It was the purpose of this investigation to study the similarities, differences, trends, and substantive elements of the fund-raising methods and techniques employed by eight public universities. The universities were selected on the basis of geographical distribution and proven performance in fund raising. The following key questions were investigated: How are development offices organized and managed? Who are the sources of support for a university and how does an institution go about identifying them? What methods are employed to create a "climate of acceptance" among the university's various constituencies? How are annual giving campaigns planned, organized, and directed? What techniques are used in developing foundation and corporate support for universities? What methods are used in developing programs of deferred giving for universities? (UM)

Shilling, Roy B., Jr. An Appraisal of the Significance of the Development Function in the Advancement of Private Liberal Arts Colleges. Ph.D., Indiana University, 1967.

The primary purpose of this investigation was to study the development function in the private liberal arts colleges in the United States. The author sought to answer the following questions: What common characteristics and purposes are shared by the private liberal arts colleges? In what manner have the private liberal arts colleges sought to advance themselves toward their educational goals through the performance of the development function? To what extent does the performance of the development function in the private liberal arts colleges reflect, or to what extent is it consistent with, the concept of the liberal arts college? There were three major findings, and the conclusion was that there is little relationship between the performance of the development function in the private liberal arts colleges and the concept of a liberal arts education. (UM)

Silvera, Alfred L. The Design and Utilization of Nonprofit Foundations Affiliated with California Public Community

Colleges. Ed.D., University of Southern California, 1974.

A first major purpose was to describe the amount, type, sources, and purpose of the support received by such affiliated foundations. The second principal purpose was to formulate recommendations that could be considered in the development of a design for nonprofit foundations affiliated with California public community colleges. Among the findings: 43 of the responding colleges reported being served by an affiliated foundation, and 37 other colleges indicated an interest in the foundation concept; there was a statistically significant difference between the top five foundations and the bottom 15 foundations studied in terms of mean dollar yield, and on this basis an operational definition of effectiveness was established; cash gifts were the most popular type of giving, followed by stocks and bonds; sources of giving ranked as follows: "other," non-alumni, foundations, corporations and business, and alumni. (UM)

Sims, Lester M. The College-Related Foundation As a Viable Concept for Resource Development in Alabama Junior Colleges. Ed.D., The University of Alabama, 1973.

This is an investigation of the college foundation as a viable concept for an effective approach to resource development of private support for Alabama junior colleges. The 206 respondents to the survey instrument assisted in developing these findings: the college foundation's board of directors tended to meet the need of institutions without a local governing board; the college-related foundation is a viable concept of resource development through which the public junior college can make a strong bid for private support; the most useful role of the foundation was that of providing services and support for college programs and activities not provided by public funds; appropriate participation in and control of the foundation by the affiliated institution were essential. (UM)

Smith, Luther, Jr. Guidelines for Efforts of Public Universities To Attract Corporate Support. Ph.D., The Florida State University, 1967.

The objective was the formulation of guidelines for efforts of public universities to seek corporate support. The findings were: A majority of responding governing board personnel approve the public univer-

sities' efforts to attract corporate support; a majority of presidents and trustees feel that these efforts should be organized; they associate problems of attracting corporate support with the provision of information to corporations and the formulation of satisfactory approaches; the faculty is perceived as influential in attracting corporate support; and 50 guidelines are judged "essential." (UM)

Smith, Paul R. The History of Corporate Financial Assistance to Member Institutions of the Associated Colleges of Indiana, 1948-1967. Ph.D., University of Notre Dame, 1968.

The main objective of this dissertation was to place in an historical perspective the evolution of corporate financial assistance to the Associated Colleges of Indiana and the private higher educational institutions that constitute its membership. Throughout the investigation, the purpose was to disclose the underlying motives of corporate assistance to private higher education in Indiana, as evinced by the educators and business executives within the state. The main points demonstrated in this study were: a strong opposition to federal assistance in private higher education existed in Indiana; the alternative to acceptance of this aid was support from private enterprise. (UM)

Sneed, Jean Jarvis. Variables Associated with the Effectiveness of Nonprofit Foundations Affiliated with Selected Florida Public Community Junior Colleges. Ed.D., The Florida State University, 1979.

This study was intended to review and update data concerning foundations affiliated with Florida public community junior colleges, and to make recommendations for effective establishment or reactivation of such foundations. Specific objectives were: (1) to identify variables that have contributed to the effectiveness of the nonprofit foundations affiliated with selected institutions; and (2) to develop a list of recommended variables for other institutions to use in establishing or upgrading the effectiveness of present foundations. Twenty-four institutions (100 percent return) constituted the study survey sample. Data concerning Bremer's criteria of effectiveness and his table on gifts were tabulated; foundations were ranked by gift amounts per student FTE, and a statistical analysis was applied to this data. Interviews of directors of the most effective foundations were conducted. Nine variables were

identified as common factors of the top five financially effective foundations: (1) a development officer, at least part-time, with staff; (2) a voluntary board, including the president and the foundation director; (3) professional seminars for the foundations' directors; (4) low key approach to fund raising; (5) investment programs; (6) strong program of community service by college; (7) strong support by the college president; (8) working relationship between foundation and bank officers, attorneys, accountants, and so forth; (9) utilization of state legislation that permits college to provide office space and personnel for foundation.

Conclusions were that: (1) there is strong interest in establishment/revitalization of effective Florida community college foundations; (2) more than half of Florida community colleges have a foundation or are planning one; and (3) some foundations reviewed are achieving financial success. Pursuant to findings and conclusions, six recommendations (perceived needs) are presented: (1) consideration of the nine variables (above); (2) continuing research in this area; (3) better record keeping; (4) cost effectiveness studies; (5) review of other regional and national studies in this area; and (6) for those institutions without foundations, advisability of establishing such development programs. (UM)

Stout, Glen W. A Study of Fund-Raising at Selected Public Multicampus Universities. Ed.D., The University of Tennessee, 1977.

Two of the most significant and far-reaching changes in public higher education in the U.S. during the decade spanning the late 1950s and the early 1970s were the rise of sophisticated fund-raising programs at public institutions and the emergence of the public multicampus university systems. This research was designed to deal with both of the major changes. Among the findings were: no specific best organizational structure for fund raising could be evolved that would appropriately fit all public multicampus universities; many development officers did not perceive themselves to have a role in administrative policy determination in fund-raising matters; principal fund sources were annual giving and business corporations; greatest increase in contributions by source from FY 1971-72 to FY 1975-76 was reflected in non-alumni annual giving (a gain of 89.72 percent); an average of approximately

5 percent of total voluntary contributions was used in administering the fund-raising programs.

Teitelbaum, Robert D. An Approach to the Measurement of Unit Costs in Higher Education Fund-Raising. Ed.D., The College of William and Mary, 1977.

Teitelbaum's purpose was to produce a costing system based on the principles of cost accounting but adapted to the needs of an institution of higher education. A pilot costing system was designed to fit the development structure of one institution. There were 13 evaluators professionally involved in the field of higher education financial development who appraised the system and rated it as to the degree to which the stated goal and objectives of the project had been achieved. There were five producing divisions, three service centers, and 23 fund-raising programs defined in the development office of the pilot institution.

Thomas, Lewis B. An Evaluation of the Direct Mail Fund-Raising Methods of 68 Universities. Ph.D., University of Denver, 1962.

It was the purpose of this study to evaluate the techniques employed to enhance motivation for contributions in the centrally-mailed fund appeals of 68 institutions of higher learning as shown by: the degree of effectiveness of the mailings; the use of language devices defined by general semanticists as "unscientific"; the general physical characteristics of the mailings; the methods of solicitation and types of appeals. The investigator asked 100 institutions to send samples of central fund mailings (about 85 percent responded). Eighty-five variables were defined for this study. Among the findings were: a suggestion of a broad band of "sameness" and mediocrity existed in the mailings; little discernible difference between the best and poorest mailings and between tax-supported and private mailings insofar as general make-up and types of appeal are concerned; a lack of correlation between optimum mailing months of tax-supported and private institutions, and a lack of correlation between either of the foregoing and recommendations of an "expert" in mass mailing. (UM)

Thomas, Ralph L. Policies Underlying Corporate Giving, Ph.D., University of Pittsburgh, 1961.

The basic policies and thinking underlying corporate giving were studied, as well as the motivations that caused gifts to be made. The methods of corporate giving comprised aid programs, endowments, grants, loans, and other means--advisory, broad range of working agreements, and donations of physical facilities. Through personal interviews, it was found that the individuals in charge of the programs were well-versed in their responsibilities and duties. (UM)

Timmins, Richard H. A Study of Three National Efforts in Fund Raising for Colleges and Universities. Ed.D., Columbia University, 1962.

The United Negro College Fund, the Independent College Funds of America, and the National Fund for Medical Education were selected for detailed study in order to examine the development of cooperative fund-raising activities for higher education in the U.S. The three groups studied have industry as a major source of income, but fund solicitation also includes a wide range of patrons. Cooperative efforts have done more than simply raise funds. These programs have informed the public about higher education and its needs, brought about other cooperative programs between institutions, and given industrial and educational leaders the opportunity to exchange ideas. The information available indicates that these cooperative fund-raising efforts have been profitable for member institutions and higher education. (UM)

Walker, Robert Lowell. The Role of Private Foundations in Support of Higher Education in Texas. Ph.D., Texas A & M University, 1980.

This dissertation studied funding policies for higher education of private foundations in Texas. Total assets of foundations surveyed ranged from \$100,000 to \$120 million. Sixty of 303 questionnaires were returned for a response rate of 19.8 percent, a rate considered acceptable by the author due to the sensitive nature of the data requested. Major findings included: more grants, of smaller average amounts, were made to private institutions than to public colleges and universities; the most attractive requests were for scholarship and "special people-oriented programs," while the least attractive requests were for capital improvement purposes; larger foundations (those with assets in excess of \$5 million) generally

expected more accountability than smaller foundations. A series of recommendations for grant-seekers is included. (UM)

Webb, Charles H. A Policy-Relevant Study of Development Programs at Representative Institutions Within the State University of New York. Ph.D., Michigan State University, 1982.

The purposes of this study were to (1) identify the main criteria or characteristics of an ideal development program, and (2) conduct a policy-relevant analysis of the State University of New York (SUNY). The latter was accomplished through analysis of surveys and interviews with experts in the field of development and chief development officers of SUNY institutions.

The following conclusions were drawn: (1) experts consulted established 24 policy-relevant criteria for an "ideal" development program; (2) gift income potential for each institution was predicted on the basis of (a) market value of endowment, and (b) cost of attendance, with institutions classified as either "underproductive" or "overproductive"; (3) no SUNY institution met all criteria of an "ideal" development program, and there was considerable variation among institutions when measured against the "ideal" criteria; (4) the use of predicted gift income when compared to gift income alone allowed for finer discrimination among institutions with reference to program development capability; (5) in the area of organizational structure and program resources, 81 percent of the questionnaire items had higher overproductive averages (i.e., were closer to the ideal) than underproductive averages; in the area of fund-raising methods and techniques, 53 percent of the questionnaire items had higher overproductive averages than underproductive averages; and in the area of fund raising and constituencies, 39 percent had higher overproductive averages than underproductive averages; (6) the tentative characteristics of the "ideal" development program were specified; and (7) a set of policy-relevant criteria was established for use by SUNY institutions. (UM)

Whitehead, Paul J. Some Economic Aspects of Corporate Giving. Ph.D., Virginia Polytechnic Institute and State University, 1976.

This is an analysis of corporate giving for charitable and philanthropic purposes. Three alternative hypotheses have been advanced to explain the economic motivation of corporate giving and this study tests these motives using cross-sectional empirical data. The results of the empirical tests indicate that corporate giving is profit-motivated. There is also some evidence to support the hypothesis that giving represents through-the-firm utility maximizing by corporate owners and managers. Little evidence is found to support the concept of social responsibility as a motive for corporate giving. (UM)

Wolshon, David J. Alumni Fund Raising in Private Colleges.
Ph.D., Wayne State University, 1981.

The purpose of this study was to determine the characteristics of successful alumni fund-raising programs, using as a sample private colleges in the Michigan College Foundation Consortium. The three methods used for gaining data were: tabular data published for member institutions by the Council for Financial Aid to Education; the administration of a questionnaire-survey instrument; and interviews with presidents and development officers of the five highest ranking colleges. Among the characteristics of successful alumni fund-raising programs as revealed by surveys and interviews are the following: they are attached to institutions attempting to gain reputations as quality institutions; administrators recognize the importance of the annual fund as a stable and primary source of income; there are good external organization and effective use of volunteers; personal calls are employed, when possible; a calendar is used for effective planning; a direct mail campaign is employed in order to gain complete coverage; and a phonathon is used for additional contact. (UM)

Worth, Michael John. Boards of University-Related Foundations: Their Characteristics, Roles, and Relationships to Presidents and Governing Boards of Host Institutions. Ph.D., University of Maryland, 1982.

This dissertation is intended to study and describe the composition and roles of boards of university-related foundations. Data were obtained through: a questionnaire mailed to foundation executive directors or chief development officers at 100 sample institutions; and interviews with foundation executive

directors and professional consultants in educational fund raising. Most board members are selected either for their potential as donors or as fund raisers. Foundation boards vary significantly in their degree of independence from presidential and governing board involvement and oversight. Foundation boards are rarely directly involved in institutional policy decision making, but often influence university operation through the allocation of restricted gifts and the determination of fund-raising goals and purposes. Conflicts between foundation boards and presidents and governing boards are rare; in instances where this is evident, however, cases are described and analyzed. A number of recommendations for clarifying the role of foundation boards and minimizing the potential of conflict are advanced. (UM)

ALUMNI ADMINISTRATION

Akers, George H. Predictors of Career Stability Among Selected Male Alumni of a Church-Related Liberal Arts College. Ed.D., University of California, 1966.

The central purpose of this investigation was to study various factors in the college experience that so relate to later professional life that they may be identified as having predictive value for forecasting career stability. Secondary concerns were to ascertain the outstanding reasons behind changes of career and to solicit alumni evaluation of college guidance services. This study used the descriptive-survey method of research utilizing the questionnaire depth interview technique with 200 randomly selected alumni representing 15 graduating classes from 1945 through 1959. Fifteen factors were studied: age and year of graduation, marital and veteran status, academic achievement, work in college, profession sought, career motivations, curriculum pursued, scholarship aid, guidance received, geographic location, church employment, job satisfaction, and sense of career security. (UM)

Ary, Donald E. Relationships Between Attendance At a Denominational College and Subsequent Denominational Loyalty and Occupational Choice Among Eminent Americans. Ph.D., The University of Iowa, 1966.

The purpose of this research was to investigate the relationship between attendance at denominational colleges and subsequent denominational loyalty among eminent Americans, and also to study the influence of such colleges on certain aspects of occupational choice among the same sample. The subjects for the study were 4,581 eminent Americans who had completed and returned a questionnaire sent early in 1965 to a random sample of people appearing in Who's Who in America, Volume 33 (1964-65). It was found that those who graduated from colleges controlled by the same denomination as that of one or both of their parents have remained identified with that denomination to a greater extent than have either graduates of other colleges or those who did not attend college. The relationship between attending a college controlled by the denomination of one's parents and subsequent loyalty to that denomination was greatest among

Lutherans. Lesser but still very significant relationships were found among Baptists and Roman Catholics. No significant relationships between these two factors were found among Methodists and Presbyterians. (UM)

Blakely, Bernard E. Historical and Contemporaneous Predictors of Alumni Involvement. Ph.D., Purdue University, 1974.

This investigation utilized literature on the nature of college environments, participation in formal voluntary organizations and social organizations more generally to develop a theoretical perspective on five dimensions of alumni involvement. These included measures of current identification with the alma mater, current interest in the alma mater, memberships in alumni organizations, visits to the home campus, and financial contributions to alumni funds. More than 900 questionnaires were mailed to a sample of alumni who graduated from a state university in the Midwest between 1928 and 1968. Nearly 500 of these were returned. Among the predictors that figure prominently in historical analysis were extent of primary-group relationships in undergraduate society, general social standing on campus, participation in informal collegiate activities, participation in student organizations, and undergraduate identification with the university. Among the contemporaneous predictors were contact with former classmates, age, income, distance between the current residences of alumni and their home campus, and general level of participation in formal voluntary organizations. (UM)

Booth, Edward M. A Follow-Up Study of Alumni Who Completed Doctoral Programs in the College of Education at the University of Georgia. Ed.D., University of Georgia, 1970.

Data were collected from 292 of the 317 doctoral graduates of the College of Education at the University of Georgia through 1969 concerning the graduate's present position and his or her feelings about the preparation for the position provided by the university. A six-page questionnaire was used and a 10 percent random sample of recent graduates were interviewed to validate the instrument. The graduates were pleased with their doctoral programs and found that knowledge in major and minor fields, acquaintance with professional journals, research methods, and use of the library were stressed at the university and were useful in their present position. They felt that the university should

place more emphasis on public affairs, working with others in the profession, professional obligation and ethics, and certain teaching skills. The major factor affecting attitudes toward the university was the type of contact with the faculty. (UM)

Bragg, Charles M. A Study of the Relationships of Selected Variables and the Financial Support Provided to a University by the Graduates. Ed.D., Ball State University, 1971.

The purpose of this study was to ascertain the relationship of a college publication and selected variables to the amount of financial support provided to a university by the graduates. The research was planned to answer 16 questions: age, sex, and marital status of graduate; reading quality of publication; time spent reading publications; number of readers in family; reasons for contributing; occupational status of alumni; total family income; recency of graduation; number of family members who graduated from or attended the university; promotion of the university to high school students, businessmen, and congressmen and state legislators; and campus visitations. Of the 16 null hypotheses examined, seven were sustained and nine were rejected. Review of the data led to these conclusions: the amount of financial contribution given to a university by its alumni was not influenced by whether or not the alumni magazine was read; the length of time spent reading the publication did not influence the amount given; recency of graduation, age of contributor, and marital support were not influential in the giving pattern of alumni; occupation, yearly family income, number of family members attending, and gender were influential in the giving patterns of alumni. (UM)

Bria, Thomas R. Attitudes of Arizona State University Alumni Toward Continuing Education. Ph.D., Arizona State University, 1977.

The author surveyed Arizona State University alumni in order to define their attitudes toward continuing education. In general, the alumni were found to have positive attitudes. The author applied Cyril O. Houle's model of adult continuing learners (modified) to this study. The major recommendation resulting from the study is that the Arizona State University Alumni Association take up the responsibility for meeting the continuing education needs of alumni. (UM)

Brown, Margaret C. The Teachers College Alumni Association.
Ed.D., New York University, 1944.

The purpose of this research was to list and evaluate alumni activities of teachers colleges to determine which offer the most effective means for continuing the professional growth of the alumni.

Cajoleas, Louis P. The Academic Record, Professional Development, and Return Adjustment of Doctoral Students from Other Lands: A Study of Teachers College Alumni, 1946-1955. Ph.D., Columbia University, 1958.

The general objective of this study was to describe and analyze the cross-cultural experience of a group of 156 doctoral students from 30 countries who received the doctorate from Teachers College, Columbia University, between January 1, 1946 and December 31, 1955. The research focused on the academic record, professional development, and return adjustment of these alumni. The major outcomes of the academic experience at Teachers College, given in descending order of frequency, were: increased professional competence, increased knowledge and insights, improved human relations, increased self-confidence, higher social status, general self-improvement, higher professional status. Of the 62 respondents who had returned home, 50 reported encountering problems of return adjustment. (UM)

Carlson, JoAnn. The Role of Alumni in the Financial Survival of Independent Education. Ed.D., University of California, Los Angeles, 1978.

This study examined the giving patterns at four independent California institutions--Cal Tech, Pepperdine, Santa Clara, and Whittier. Pepperdine received particularly intensive study. A total of 300 questionnaires were sent to alumni at Cal Tech, Santa Clara, and Whittier, and 1,100 to alumni at Pepperdine. Twenty-five \$100 and \$1,000 annual donors to Pepperdine were also interviewed, and alumni directors at each of the four institutions were interviewed. Pertinent data on 62 institutions were abstracted from financial reports in order to provide an overview. Statistical analyses included: cross-tabulation by sex, institution, cohort, and giving status; factor analysis and cross-tabulations on personal and institutional goals; stepwise regression analysis to differentiate alumni

and non-givers on the basis of loyalty, personal, and educational characteristics.

Findings included: graduates of the four institutions studied did not differ in "giving behavior"; most of the institutional loyalty, personal, and educational factors did not influence whether or not alumni contribute; maintaining close contact with alumni is the most significant predictor of alumni giving. Direct mail campaigns were judged the most effective fund-raising devices. Larger contributors to Pepperdine (\$100 and \$1,000 donors) tended to hold positive feelings for the institution for personal, rather than academic, reasons. (UM)

Caruthers, Flora A. A Study of Certain Characteristics of Alumni Who Provide Financial Support and Alumni Who Provide No Financial Support for Their Alma Mater. Ed.D., Oklahoma State University, 1973.

This study attempted to discover certain distinguishing characteristics of the alumni of Oklahoma State University who have supported their alma mater compared with alumni who have not. A survey panel of experts identified 27 variables in five major categories: academic experience, student experiences, alumni support, personal data, and alumni attitudes. Eight of the 27 variables analyzed were determined to be valuable descriptions of supporting alumni: academic college (business administration, engineering, and agriculture); participation in alumni clubs; age of children (those with older children were found to be the best supporters); distance lived from campus (those living from 51 to 100 miles and over 500 miles from campus were the best supporters); visits to campus; attitude toward experiences; reasons for contributing; number of children (alumni with two or three children were the best supporters). (UM)

D'Ambrosio, John Anthony. A Study of Alumni Programming Goals at Units of the State University of New York. Ed.D., State University of New York at Albany, 1978.

The author used the Dueitt Alumni Goals Questionnaire to ascertain the major actual and ideal goals that relate to alumni programming and to analyze the congruence between actual and ideal goals within the State University of New York (SUNY). Populations for the study included the SUNY board of trustees, chief administrative officers, campus alumni professionals,

alumni association presidents, and a sample of randomly selected alumni. Findings indicate that ideal rating is higher than actual rating, but that goals that were viewed as highly important actual goals tended also to be viewed as highly important ideal goals. The author concluded from this study that: none of the goals for alumni programming is being overemphasized; public relations goals are major functions of alumni offices; more emphasis should be placed on goals that would help institutions better their financial position and image; there is neither a sense of satisfaction nor of dissatisfaction concerning alumni programming goals within SUNY; alumni programming goals are specific to institutional type; there is generally higher between-group agreement regarding ideal goals than there is regarding actual goals; and alumni information systems within SUNY generally lack the ability for application to various needs. (UM)

DeCora, Paul J. A Study of the Post Institute Occupations and Educational Experiences of Selected Alumni of State University Agricultural and Technical Institute at Farmingdale, New York. Ed.D., Columbia University, 1963.

The purpose here was to analyze occupational and educational data obtained by a follow-up survey of 2,000 alumni of State University Agricultural and Technical Institute at Farmingdale, New York, in terms of evaluation of the ongoing program as well as planning for future changes. Results included the following: the area from which students are drawn has been decreasing in size; alumni tend to remain within 60 miles of the campus; 80 percent of the survey group would return to Farmingdale if starting college again. Each class showed a steady increase in the proportion continuing in higher education, ranging from 10 to 23 percent; results indicated that Farmingdale was meeting its stated objectives in continuing to prepare alumni for employment. (UM)

Deel, William S. Characteristics of University Graduates Who Are Members or Non-members of an Alumni Association. Ed.D., Indiana University, 1971.

The problem was to analyze the information recorded in the alumni records (90,282 Indiana University graduates) to determine whether members and nonmembers of the alumni association differed significantly in several factors--sex, marital status, geographic region of

residence, participation in collegiate activities, degree or degrees granted, school from which graduated, year of graduation, grade honors received, occupational classification, and alumni status of parents. Among the findings were: Objective alumni data collected and compiled by using data processing provide an efficient means of identifying and analyzing characteristics of graduates. Active student involvement with the university plays an important role in a graduate's continued affiliation with the alumni association, and there is a significant difference between members and nonmembers of the alumni association with regard to each of the characteristics. (UM)

Dueitt, B. Sue. American Higher Education Alumni Programs--A Goals Analysis. Ph.D., University of Alabama, 1975.

Dueitt analyzes the goals affecting and relating to alumni programs and operations in American institutions of higher education through a survey of the people closely connected to these programs.

Farber, Stuart L. Alumni Perception of Educational Benefits as Related to College Experiences and Institutional Types. Ed.D., UCLA, 1973.

Farber's dissertation examines several aspects of the college experience in relation to the alumni's self-ratings of progress toward three categories of educational objectives: vocational objectives, personal and social objectives, and liberal education objectives. The type of institution attended and the field of major were related to progress toward the attainment of all three categories of educational benefits. (ERIC)

Fleming, Richard L. Perceptions of University of Nebraska Alumni in Nebraska. Ph.D., The University of Nebraska, 1972.

The study of University of Nebraska alumni who reside in Nebraska was conducted to determine the perceptions of alumni regarding the responsibilities of the university and ways of achieving and maintaining mutual understanding of university responsibilities between themselves and the institution. The main survey group was composed of a random sample of 367 Nebraska resident alumni. For purposes of comparison, the survey was sent to a random sample of 107 non-resident alumni. Among the findings: the survey group

consider teaching as the university's most important responsibility; they rate freshman-sophomore education first in importance; they agree that the current level of 10 percent out-of-state enrollment is about right. One third of the alumni feel a strong attachment to the university, and more than 90 percent would send their children to the institution. (UM)

Fought, Carol A. The Historical Development of the Continuing Education of Women in the United States. Ph.D., The Ohio State University, 1966.

Fought notes that until approximately 1928 the efforts to develop continuing education for women were scattered and there was evidence of little or no national coordination or recognition. However, in the period following World War I, five specific developments related to the present concept of continuing education for women were introduced: the increase and expansion of adult education, alumni education, extension work, summer school programs, and the founding of the Institute of Women's Professional Relations. Also, since 1953 four basic elements have created interest in developing continuing education programs for women: American society is experiencing rapid change; new inventions are appearing; the traditional status of women has been changed by industry and urbanization; this country is in a state of military preparation which is a constant part of family life, work, and education.

Gardner, Paul M. A Study of the Attitudes of Harding College Alumni with an Emphasis on Donor and Non-Donor Characteristics. Ph.D., Ohio University, 1975.

This study compares the attitudes of Harding College alumni with an emphasis on donor, non-donor characteristics. The research addresses seven important questions. The research procedure was to report in simple percentages the attitudes of alumni of Harding College, as examined by the use of the National Opinion Research Center's questionnaire. Among the findings were: donors have a stronger attachment to their alma mater than non-donors and Harding College graduates have a stronger attachment to their alma mater than the national body of alumni; members of the Church of Christ who attend church with some degree of regularity are more likely to be donors to Harding College than nonmembers of the Church of Christ who are irregular

in church attendance; alumni who are politically conservative are more likely to be donors to Harding College than those who are politically liberal in their philosophy; the income of an alumnus has little effect on his or her donor or non-donor relationship with Harding College; alumni who participate in extracurricular activities are more likely to be donors. (UM)

Gessner, Quentin H. A Study of the Perceptions of an Inter-University Regional Center as Held by Alumni of the Participating Michigan Universities. Ph.D., Michigan State University, 1970.

The primary purposes of this study were to discover: how knowledgeable alumni were of a regional continuing education center in southwestern Michigan, and whether they feel such a center provides a real educational purpose for them. The study used a random sample of alumni from Michigan universities residing in a four-county area of southwestern Michigan. Major conclusions included: alumni have little knowledge of the center's services; those who were knowledgeable had been past participants in center programs; and formal course offerings appear to have received less attention from alumni than non-course related activities. Recommendations for center policy and advertisement are included. (UM)

Gillis, John W. The Attitudes of Purdue Engineering Alumni, Faculty, and Students Toward the Goals of General Education. Ph.D., Purdue University, 1958.

To study these attitudes, this study used four groups: 3,799 engineering alumni, 173 members of the engineering faculty, 217 engineering seniors, and 246 engineering freshmen. Each group was asked to respond to 26 possible goals of college education. Four hypotheses were examined in the course of the study: possible differences among the four groups' attitudes toward the 26 individual goals, relative positioning of the goals based on the "very important" and the "much and some achievement" categories, possible relationship of five factors to attitudes toward educational goals, and the possibility that the attitudes of the alumni toward the general and specialized goals would form unidimensional scales. (UM)

Green, Donald G. Characteristics of International Alumni, Cornell University, 1935-1959. Ph.D., Cornell University, 1964.

This research examines the characteristics of international alumni of Cornell University from 1935 through 1959 and satisfaction with their experience at Cornell. University records provided basic data for characterizing the 4,704 international alumni who attended Cornell during the period studied. Other data were secured by questionnaire. A major finding from university records was that a 550 percent increase in international student admissions occurred during this period, and that composition shifted from a predominance of Far Eastern and Canadian to European students. Major findings from the survey data include: one-half of the respondents reported difficulty with English during the first semester and one-half of these individuals indicated they were still having difficulty during the second semester. Most of the respondents did not report serious housing, health, food, or financial support problems. The majority of the alumni reported that their Cornell training was "highly useful" and their employment enabled them to use their training extensively. Seventy percent or more of the alumni were "satisfied" with each of 28 items of the Cornell experience. (UM)

Hall, Jackson O. A Survey of the Attitudes of Cornell Alumni Toward Their Alma Mater. Ed.D., Cornell University, 1967.

This study was designed to analyze the attitudes of Cornell alumni and to determine the relationship of these attitudes to their records of giving. A random sample of 3,000 Cornell alumni was selected from a population of 30,000 for this study. A total of 1,875 returns was received, representing 61.7 percent. The general conclusions supported by the analysis indicate that there are four areas of experience that appear to play a significant role in the formation of an attitude among the population studied: relationships of the individual with members of the faculty; publicity about the university to which the alumnus has been exposed; the policies of the university, as perceived by the alumnus; and the prestige of the institution. Four areas of experience were found to be related to giving: satisfaction of the individual with his or her friendships with other Cornellians, both as a student and as an alumnus; satisfaction with the university's effort to enlist financial support; the tendency to return to the campus; and participation in extracurricular activities as an undergraduate. (UM)

Hans, Patricia Hosman. The Growth and Influence of the Alumni Movement at Four Private Colleges: Williams, Union, Hamilton, and Amherst, 1821-1925. Ph.D., State University of New York at Buffalo, 1983.

This dissertation traces the evolution of organized alumni and their influence upon the governance of their alma maters from 1821 to 1925. Organized alumni include alumni societies, trustees, local associations, and councils.

Jones, Theodore A. The Value to Foreign Student Alumni of Their Education in the United States of America. Ph.D., University of Northern Colorado, 1971.

This study was an effort to perform some of the needed research in determining how foreign student alumni use and value the education they received through degree programs at universities in the United States. Through a questionnaire, the effect of their U.S. education was described in the areas of the foreign student alumni's vocational lives, their attitudes toward the world and its peoples, their personal lives, their contribution to their communities or nations, and their continued use of the English language. In general, the foreign student alumni were satisfied with their educations in the U.S., were able to move to higher positions with higher salaries, and were contributing in various ways to the welfare of their communities and countries. (UM)

La Moreaux, Bonnie. Research on Follow-Up Program for International Alumni. Ph.D., University of Alabama, 1976.

The purpose of this research was to provide significant data on follow-up programs for international alumni on the institutional level and to provide meaningful guidelines for alumni directors to use in the evaluation of existing programs and the formulation of new programs of international scope in these areas.

Maxwell, Howard B. The Formative Years of the University Alumni Movement as Illustrated by Studies of the University of Michigan and Columbia, Princeton and Yale Universities, 1854-1918. Ph.D., The University of Michigan, 1965.

The purpose of this research is to show the development of the alumni association at four prominent universities. The importance of alumni grew as these insti-

tutions evolved from liberal arts colleges into universities. In most cases, the alumni found an ally and leader in the president of the institution. The first step in gaining a voice in the university's business was to obtain alumni representation on the governing board. To keep the alumni better informed alumni magazines were printed and the president's annual report was sent to all alumni. An important function of the alumni was the raising of funds for the university. Most alumni associations wished to be independent of the university administration, a position that meant that no university official was an official of the alumni association and the association was not dependent on the university for operating funds. This rarely happened in these four universities. (UM)

Mayhew, Harry E. An Analysis of Comprehensive Continuing Education Programs and Services for Women at Selected Universities. Ed.D., Ball State University, 1970.

In this research, Mayhew analyzed comprehensive continuing education programs and services for women at selected midwestern universities. He specifically sought to answer nine important questions. Further, it was the purpose of the study to propose a recommended plan for a continuing education program for women at the college level from the findings of the study and the professional literature. The findings suggest that the best results are obtained in the establishment of a program when there is a cooperative effort of persons within and outside the university. The study points out 32 strengths of the program, 15 problems, and 17 conclusions.

McIntyre, James P. A Study of the College Choices of the Children of Alumni and Alumnae of Selected Catholic Colleges. Ed.D., Boston College, 1967.

The purpose of this investigation was to determine the college choices and the reasons for these choices of the sons and daughters of graduates of selected Catholic colleges and universities. Data for this study were obtained from questionnaires completed by 3,519 alumni and alumnae of 18 Catholic colleges. Graduates of the classes of 1928, 1930, 1932, and 1934 were surveyed. The results of the research showed that a large proportion of the children of the graduates of Catholic colleges attended Catholic schools on some level. A total of 64 percent of the children of the former Catholic college men and women who participated

in this study attended some type of four-year college or university, and 63 percent attended Catholic colleges. (UM)

McKee, Dale F. An Analysis of Factors Which Affect Alumni Participation and Support. Ed.D., Indiana University, 1975.

The purpose of this research was to analyze selected characteristics and opinions of a sampling of Indiana State University alumni in an effort to determine the relationship of characteristics and opinions to manifested participation and support. The findings of the study showed a significant difference between participants and nonparticipants in four of the seven characteristics. Participation was affected by area of current residence, type of degree earned, current occupation, and financial support. It was found that contributors and noncontributors also differed significantly in four of the seven characteristics. Factors affecting financial support included area of current residence, type of degree earned, decade of graduation, and participation in alumni affairs. It is concluded that there is a direct relationship between participation in alumni activities and financial support. (UM)

Milki, Mimi A. An Analysis of Student Foundation Programs in Institutions of Higher Education in the United States. Ph.D., North Texas State University, 1978.

The purpose of this dissertation was to describe and assess the development, current status, and contributions of Student Foundation programs in colleges and universities in the United States. Findings include: (1) only 47 institutions in the United States have Student Foundation programs; (2) most Student Foundation programs have been in existence only since 1970; (3) primary reasons for initiating Student Foundation programs were (a) to make students aware of the alumni association, (b) to develop alumni leaders, (c) to convey a positive environment to potential donors, and (d) to involve alumni members in the affairs of the community; (4) major areas of activity include public relations activities, alumni activities, and fund raising; and (5) most operating funds come from private sources. Conclusions include: (1) definition of the term Student Foundation varies from one institution to another; and (2) students selected in the various programs are chosen on the basis of scholarship and leadership qualities, as well as predicted potential

as supportive alumni. Recommendations for further research are included. (UM)

Moore, Lillian. Alumna Education in Middle Atlantic States. Ed.D., New York University, 1940.

Moore investigated alumna education in the Middle Atlantic states to discover the educational opportunities offered by publicly supported and private colleges and universities to alumni and alumnae. This study showed how this need was being met through reading lists, lectures, radio broadcasts, research bulletins, forums, conferences, and institutes. The study also discussed the objectives of alumni education, determined the values of such education, and formulated a policy of alumni education consistent with changing social conditions.

Nichols, Scott G. Volunteerism in Higher Education: A History of Bucknell University Alumni. Ph.D., University of Pennsylvania, 1976.

Using a case study of Bucknell University, this study presents the historical impact of alumni in four major areas of the university--educational policy, personnel, finance, and the informal organizational concerns of the institution. Data presented indicate that alumni were: early and strong supporters of academics, a major source of salaried and nonsalaried employees, injurious to the financial health of the institution, and vitally important in the development of extra-curricular matters.

O'Connor, William J. A Study of Certain Factors Characteristic of Alumni Who Provide Financial Support and Alumni Who Provide No Financial Support for Their College. Ed.D., The University of Buffalo, 1961.

This study was undertaken to investigate factors characteristic of alumni giving. In 1959-60, 79 percent of the alumni in the U.S. did not respond to college fund appeals. The descriptive survey method was used to gather data to test the major hypothesis that there would be no difference between the responses of 207 regular alumni givers matched by sex, college, class, and major occupation with 207 alumni non-givers to Alfred University. Four hypotheses were developed: those alumni who provide more continuous support for

their university tend to have a greater understanding of their university's operation than those who are nonsupporters; those alumni who provide more continuous support for their university tend to verbalize a greater obligation to society and their university than those who are nonsupporters; those alumni who provide more continuous support for their university have developed a greater positive feeling for their university than the nonsupporters; and both giving and non-giving alumni will tend to support their university to a greater extent when fund appeals are personal and direct than when appeals are impersonal and indirect. (UM)

Parsons, Gerald E. Needs and Interests of Iowa State University Alumni in Continuing Education. Ph.D., Iowa State University, 1970.

This research studies factors relating to the development and implementation of continuing education programs for Iowa State University alumni. A six-page questionnaire was circulated to a random sample of alumni who graduated in 1926-65 and were living in Iowa. The sample was stratified on the year and college in which alumni earned their degree. A total of 934 alumni were in the study. The study found that alumni have a definite commitment to continue their education and that the more recent alumni place a higher value on continuing education. Alumni reunions and alumni club social functions did not serve a need for most alumni. (UM)

Pearson, Douglas W. A Survey of Alumni Characteristics Related to the Institutional Missions of George Peabody College for Teachers. Ph.D., George Peabody College for Teachers, 1971.

The purpose of this study was to determine to what extent alumni of George Peabody College for Teachers conduct their lives in accordance with the stated or implicit missions of the institution. Data were collected from 661 alumni. Conclusions from the study are: (1) a large percentage of alumni entered the education profession and, within four decades of graduation, over 60 percent remained; (2) research and scholarship activities as defined by this study are minimal; (3) citizenship scores indicate increased activity by alumni who hold progressively higher degrees. (UM)

Pfau, Edward. A Study of Alumni Relations in Selected Institutions of District VII, American Alumni Council. Ed.D., University of Denver, 1955.

The problem in this investigation was to describe and interpret the organization, duties, functions, and anticipated actions of the alumni offices in District VII of the American Alumni Council. Among the conclusions were: universities and colleges are realizing, more than ever before, that the alumni body is a powerful force for the support of higher education; because students become alumni, the attitude of responsibility for and support of higher education must be initiated during the orientation program of freshman year and periodically thereafter; the frequency and the type of planned special events, number of magazine publications and club meetings are strikingly similar in District VII; the budgets of the various alumni offices varied greatly.

Piepenbrink, William N. Continuing Education for Indiana University Alumni. Ed.D., Indiana University, 1971.

The problem of this study was to identify current attitudes of Indiana University alumni association members on the subject of continuing education. A seven-page questionnaire was sent to a 10 percent random sample of the association membership who were asked to respond to two sections of 25 statements each. The first section asked alumni to react to statements related to views on their Indiana University education, their university, and their involvement in the university and the alumni association. The second section asked alumni to respond to continuing education statements related to their occupation, their daily living, types of programs, and the involvement of the university and the alumni association in such programs. Among the many findings, two were that in 1971 the alumni felt that Indiana University was a better institution than it had ever been and that the alumni had a definite commitment to continue their education. (UM)

Purdy, Paul W. Political Participation and Civil Rights Attitudes of College Alumni: Class of 1950. Ed.D., UCLA, 1972.

Purdy was concerned with adult participation in politics and with tolerant attitudes with respect to

civil rights and minorities. Among the variables associated with political participation were: a major in social sciences or humanities in college, participation in extracurricular activities related to politics or student government, better than average grades, and attendance at a selective university or a selective liberal arts college. The same variables were also related to attitudes toward civil rights and minorities. Among the factors related to low scores on civil rights tolerance were identification with the Republican Party and a major in some vocational field such as business. (ERIC)

Robie, Fred S. University Alumni Programs: Cost and Support Guidelines. Ph.D., University of Pittsburgh, 1970.

The focus of this study was the development of guidelines useful to the university administrator in the projection of expenditures for alumni programs in order to achieve financial support from them. Nineteen universities were surveyed to establish the guidelines. In the five-year period studied (1962-1967), financial support from alumni at the 19 universities ranged from 2 percent to 28 percent of the total university expenditures, with a median of 7 percent. The cost of alumni programs to achieve the support ranged from 8 percent to 39 percent of the total alumni support received, with a median of 15 percent. The five-year cost-per-alumnus solicited ranged from \$13 to \$92 with a median of \$43. (UM)

Rons, Donald E. A Comparison and Evaluation of Career Progress of Purdue Engineering and Science Alumni Who Graduated with Bachelor of Science, Master of Science and Doctor of Philosophy Degrees Between 1950 and 1964. Ph.D., Purdue University, 1967.

This study seeks to discover what, if any, differences exist between the career progress and the level of academic degree awarded to Purdue University engineering and science alumni graduating between 1950 and 1964. A number of other potential factors, such as family background, grades as an undergraduate, and commitment to continuing professional development (education) were also studied. The measures of career progress used were level of technical responsibility; degree of supervisory responsibility; technical activities engaged in during past year; average monthly salary (1965); number of technical articles and books written for publication; principal occupational function; number of patents disclosed, applied

for, or received; licensed membership in an engineering or scientific profession; membership in national professional societies; number of hours per week spent on work-related activities at home; and number of employers since receiving bachelor's degree. (UM)

Schneider, Donald O. Education in Colonial American Colleges 1750-1770 and the Occupations and Political Offices of Their Alumni. Ph.D., George Peabody College for Teachers, 1965.

This study focused on four colonial colleges--Harvard, William and Mary, Yale, and New Jersey--that operated during the period of 1750-1770. It identifies the aims of these colleges in the late colonial period, the kinds of future activities their students were encouraged to pursue, the kinds of instruction provided to implement those aims, the influence of key faculty members in modeling aims and instruction, and the occupations and political activities of alumni. It shows the relationship between the postgraduate activities of alumni and the aims and instruction of their alma maters. On the basis of this study, it is clear that the four oldest colonial colleges were liberal arts colleges that sought to (and in fact did) educate men for service and leadership in both church and state. (UM)

Sellentini, Jerry Lee. What Are the Needs and Interests in Continuing Education of University of Nebraska-Lincoln Alumni Residing in Nebraska? Ph.D., The University of Nebraska-Lincoln, 1977.

The author's purpose was to study the needs and interests of University of Nebraska-Lincoln alumni regarding continuing education with a view to designing a model for a continuing education program conducted by the University Extension Division and the UN-L alumni association. The author used a stratified random sample of 2,500 graduates from the years 1912-1973 who were living in Nebraska. A six-page questionnaire constituted the study instrument. Of the 48 percent of alumni who responded to the questionnaire, the majority indicated a definite interest in continuing education, a willingness to participate in continuing education themselves, and a belief that the university and the alumni association should be involved in providing continuing education opportunities.

The author's model consists of a vice chancellor of continuing education who would be located at the University of Nebraska-Lincoln campus and would oversee directors responsible for administrative, academic, student services, operations/coordination, and support services, as well as research/evaluation and accountability. The model also includes Regional/District Learning Centers, each headed by a director, which would take responsibility for administration, information/counseling, individualized learning programs, and support services. (UM)

Sheehan, Patrick M. Harvard Alumni in Colonial America: Demographic, Theological, and Political Perspectives. Ph.D., Case Western Reserve University, 1972.

This study concerns the functions of Harvard alumni 1642-1760 in colonial society and thought. Demographically, the alumni seem to reflect the high point, the decline and fall of Puritan strength and influence in colonial New England and the consequent shift from a theological power base to a socioeconomic one. The theological and political ideas of those alumni who published are also indicative of this change. (UM)

Snyder, Mary Ruth. Message Preference, World-View Orientations and Alumni Interests. Ph.D., Purdue University, 1982.

The purpose of this dissertation was to test on alumni the hypothesis that people prefer messages congruent with their world-view orientation--that alumni significantly informed on their "message preferences" and most appealing aspects of the university would respond at a higher rate than alumni receiving larger amounts of general-interest literature. An "action experiment" carried out among nonmember engineering alumni resulted in a significantly higher response rate from the group more closely apprised of message preference and most appealing aspects of the university. Two of four orientation groups supported the hypothesis that people prefer messages in line with world-view orientations. Areas most appealing to alumni surveyed were academic programs, research, and responsible use of resources, and least appealing were athletics and alumni involvement. (UM)

Stevens, Thomas C. The Construction of a Questionnaire for International Alumni Follow-Up. Ed.D., Indiana University, 1963.

The purpose of this study was the development of a questionnaire that could be used in establishing the framework for a formalized program of international alumni follow-up. The completed questionnaire was the final summary of the project. (UM)

Wilkinson, Rachel Elizabeth Diggs. The Determination of Goals for Alumni Relations in the Colleges for Negroes in North Carolina. Ph.D., New York University, 1952.

The purpose of this study was to determine goals for college-sponsored alumni relations programs for the eleven black colleges in North Carolina. Data was derived by utilization of the historical method plus a questionnaire. Results of questionnaires returned by 615 recent graduates, 238 members of the college faculties, and the 11 college presidents were analyzed. Among the findings were: graduates play an influential role in recommending the colleges to prospective students; colleges lack many services for graduates including follow-up programs, placement bureaus, field work, and professional help; alumni are willing to do more to cooperate with their institutions than they are doing. The research concludes with five recommended goals: a sound philosophy of alumni relations as a phase of higher education, adequate and well-defined channels of communication, adequate services for the graduates, adequate provision for happy and useful student living, and provision for adequate budgets. (UM)

GOVERNMENT RELATIONS

Andersen, Carl C. Critical Incidents of Effective and Ineffective Higher Education Lobbying in the State of Florida. Ph.D., The Florida State University, 1976.

Andersen's objectives in this investigation were to identify the critical incidents of effective and ineffective educational lobbying in the state of Florida as observed by selected legislators and higher education lobbyists, and to determine the similarities and differences between the critical incidents described as effective and ineffective by the groups. Among the 10 findings are the following: when a legislator and a lobbyist initially disagree on an issue, lobbying effectiveness is perceived by legislators and lobbyists to be more often the result of a factual and educational message content; when a legislator and a lobbyist initially disagree on an issue, lobbying ineffectiveness is perceived by legislators to be more often the result of emotional and illogical message content; when a legislator and a lobbyist initially disagree on an issue, lobbying ineffectiveness is perceived by lobbyists to be more often the result of a personal bias the legislator has towards the issue. (UM)

Ashworth, Kenneth H. The Major Bases for a Federal Policy on Higher Education in the United States. Ph.D., The University of Texas at Austin, 1969.

The purpose of this study was to explain, illustrate, and clarify the relationships among the various values and objectives of the institutions of higher learning and those of the federal government. Those major values and objectives, plus the various forms of federal aid, constitute the bases upon which present federal policy exists. The bases examined that are of most proximate concern to the colleges and universities were academic freedom, institutional autonomy, diversity in higher education, and general and specialized education. The objectives of the federal government in supporting and using higher education were divided into four areas: increasing equality of educational opportunity, the pursuit of excellence, the public service function in higher education, and research. This study focused upon the interconnections between those major bases examined and made clear that

government policy must be as concerned with the values and goals of higher education as it is with attaining mission-oriented services and objectives. (UM)

Bryant, Ann H. Communication and Decision Making Related to Educational Legislation as Reported by Selected Members of the 1971 Legislature. Ed.D., University of Alabama, 1971.

The purpose of this research was to identify: (1) communication patterns of Alabama legislators; (2) the sources of information involved with educational legislation that the legislators perceived as being useful, creditable, and worthy of consideration; and (3) possible implications for the Alabama educator. Among the six findings were: the communication patterns of the Alabama legislators varied according to the type of information involved; the information received to be used in determining educational legislation was useful, creditable, and worthy of consideration; the forces with the greatest influence on decisions concerning educational legislation were the Governor of Alabama and other legislators; the main sources of information from all professional educators were the state Department of Education and professional educators from colleges and universities. (UM)

Busta, Joseph Frank, Jr. Communication Between Legislators and University Administrators: An Analysis of Perceptions on Selected Issues. Ph.D., The University of Florida, 1978.

In this study, theoretical propositions in scholarly literature concerning the criteria necessary for successful communication were tested for their applicability to the communications process between state legislators and university or state university system administrators. The focus of the study was on participants in Florida. Intent was to determine: (1) whether a communications process existed; (2) the nature of such a process; and (3) role relationships among and between parties involved. Study results supported the applicability of general theoretical literature to the legislative arena. Busta recommends theory implementation that would aid legislative, university, and university system personnel in understanding good communications procedures and improving the existing communications process. Pursuant to indicated findings, specific recommendations for further research are presented. (UM)

Carswell, Willie Mack, Jr. The College President's Political Role with State Legislators. Ed.D., University of Missouri-Columbia, 1978.

The purpose of this study was to ascertain whether college presidents/chancellors and legislators perceive the political role of the college president/chancellor differently. The author used the entire population of chief academic officers of four-year state-supported institutions of higher education in Georgia, Louisiana, Maryland, Mississippi, and North Carolina, and a random sample of legislators from these states. An attempt was made to differentiate opinions of college presidents/chancellors of different races and different states. Findings indicate that state legislators and college presidents/chancellors agree about the president's role in all areas except that of public support of individuals for state office. Whereas legislators favor overt public support of candidates, most college presidents/chancellors prefer covert political involvement. It was found that some states prohibit political activity on the part of presidents/chancellors. (UM)

Frederick, Nicholas Octave. The Autonomy of Universities and Colleges: A Tentative Theory of Power Distribution Based on a Comparative Case Study of Government Relations with Universities and Colleges in Ontario. Ph.D., University of Toronto, 1978.

This study analyzes the Ontario system of 15 universities and 22 colleges of applied arts and technology concerning their relationships with government in regard to institutional design, program organization, admission, staffing, and research. Data were gathered through interviews. The universities were found to have greater autonomy than the colleges, although both types of institutions lost power on several occasions through various types of governmental intervention. The author's tentative theory of power distribution centers around interaction between the "functional exchange agent" and the institution that receives services from the agent. Most of the interactions related to the giving and receiving of services are power maximizing strategies. Situations in which an intermediary agent (whether partisan or nonpartisan) intervenes between the principals can also be explained in terms of power maximizing strategies. (UM)

Harrington, John M. An Analysis of Factors Affecting Legislators' Decisions Regarding Education Legislation. Ph.D.,

The University of Connecticut, 1976.

Harrington's research was designed to identify and assess factors that affect the decision-making process of Education Committee members who served in the Connecticut General Assembly during the period 1968-74. The study examined the relationships between: the background, political, and personal characteristics of the legislators and their frequency of contact with education lobbyists, sources of information reportedly used by the Committee members and the perceived sources of influence. Of three factors considered, frequency of contact with education lobbyists revealed the fewest number of significant relationships. Party affiliation and legislative district proved to be the only independent variables that produced significant data relative to the frequency of contact. It appears, from this study, that education lobbyists did not prove to be important sources of information or influence that affected the decision-making process of these committee members. (UM)

Hayes, Richard A. Selected Characteristics of Michigan Legislators Related to Financial Support of Institutions of Higher Education. Ph.D., Wayne State University, 1971.

The purpose of this study was to identify and measure relationships between selected characteristics of Michigan legislators and their voting records on legislative bills pertaining to financial support of public institutions of higher education during the period 1919-1969, with particular attention to trends and shifts in such relationships. Utilizing an historical research methodology, the author compiled data from primary source documents concerning eight selected characteristics and voting records of 1,254 Michigan legislators who participated in 92 non-unanimous roll calls involving a total of 6,266 individual votes on 30 legislative bills, during every fifth year of the period studied. The study found nine conclusions and a general statement: trends in political party membership, urban or rural constituency, occupational background, and extent of formal education augur well for future legislative financial support of higher education in Michigan. (UM)

Large, Larry D. The Impact of State Assistance on Oregon's Private Colleges and Universities. Ph.D., University of Oregon, 1974.

The objective of this study was to determine the impact of a program of direct assistance to the private colleges and universities in Oregon. An index of institutional financial health was developed as the means for measuring the financial condition of these institutions. Application of the index of institutional financial health showed that for the aggregate of the 14 institutions there was "positive" impact from the state assistance program; however, the impact was not significant. In most cases, there were other factors influencing the financial health of the institutions that were equal to or greater than state assistance. However, by developing the index for the purpose of measuring the impact of state assistance, the author analyzed other influences in the context of institutional financial health. (UM)

MacLeod, Stephen Carson. An Examination of the Perceptions of Selected University Administrators and Representatives of State Government Concerning Governmental Encroachment upon the Institutional Autonomy of the Four-Year, Public Colleges and Universities of the State of Michigan. Ph.D., Michigan State University, 1979.

The study's purpose was to examine perceptions of three separate groups (presidents of the four-year, public colleges and universities in Michigan; state legislators; and executive branch department heads) involved with public higher education in Michigan, concerning key issues in institutional autonomy. Criteria used in selecting the sample included: length of service, geographical location, and familiarity with issues. Regarding constitutional and theoretical bases for autonomy, findings included: substantial disagreement among the groups of the meaning and extent of institutional autonomy; and, as perceived by the other two responding groups, presidents were considered supportive, the executive branch unsupportive, and the legislators divided or unsupportive of autonomy. Regarding the question of governmental encroachment, findings included: perception by presidents of some encroachment in Michigan; and belief that the Big Three institutions were perceived as more important by both the legislators and the executives. Regarding statewide coordination, as perceived by the other two groups, presidents were judged to be opposed, executives in favor, and legislators divided. (UM)

Nozicka, George Joseph. Distributional Analysis of Federally Funded Research and Development at Universities and Colleges.

Ph.D., The American University, 1979.

The author analyzed federal R & D support to 274 doctorate-granting institutions during fiscal 1973-77 to see if any changes occurred in the institutional distribution of grants. The study confirmed that three-quarters of all federal R & D support was concentrated in the top quartile of institutions. Since this pattern is replicated in nonfederally funded R & D and in institutionally-initiated research proposals to NSF, the author believes that distribution mirrors the reality of academic science structure and is not due to any particular federal policies. The author noted a very weak trend toward research decentralization, but asserts that further dispersion of academic R & D is dependent on increased funding. (UM)

Phillips, Mary Thornton. Higher Education in Public Service: A Case Study of the University of Minnesota as an Information Resource to the State in Legislative Decision-Making. Ph.D., University of Minnesota, 1978.

The purpose of this study was to describe the role of the University of Minnesota as an information source for the Minnesota state legislature. The author used observation, document search, structured interviews, and a questionnaire to assess university input into the 1977 legislative session concerning four areas of interest: power plant siting reserve, mining, school aids, and stadium. The author's findings indicate that the university does play an information resource role, but that the extent of the university's involvement varies with the amount of university interest at stake in any given issue. Personal and informal staff contacts are highly important in this process, more so than formal channels between the university and the legislature. The university, on the whole, attributes more significance to its role as resource than does the legislature. The author concludes that since both organizations are highly fragmented, interorganizational communication is difficult. (UM)

Richards, Michael Dean. The Impact of Federal Regulations on Five Regional Independent Colleges and Universities. Ph.D., University of Denver, 1979.

The author interviewed 32 top administrators at five regional independent institutions (Washington University, University of Denver, Brigham Young University, Colorado College, Regis College) to determine their

views on the impact of federal programs/regulations. Most interviewees felt that federal regulations have an adverse impact on administration of colleges and universities, but they generally concluded that the monetary and social benefits of federal regulations override most of the disadvantages. From this study the author generated a conceptual model for further investigation of regulatory impact on institutions of higher education. (UM)

Ruth, Lester Rufus, Jr. A Model for Conducting Cost-Benefit Analyses of Federally-Related Programs in Florida Public Community Colleges. Ed.D., The Florida State University, 1979.

The purpose of this study was to design, test, and evaluate a model for determining the costs and benefits of federally-related programs. For model development, concepts borrowed from operations research were used, especially that of a system consisting of input, process, and output. Two versions of the model, composed of interchangeable components, were designed, a simplified one and a detailed one; the two versions were tested on two Florida community colleges. The author evaluated the model, using the criteria of utility, economy, and reliability. The model was designed to facilitate adaptability to larger or smaller institutions. Recommendations for utilization include: (1) use of the detailed version of the model; (2) the institutional summary should be used to evaluate the overall impact of federally-related programs on the institution and to identify programs with unsatisfactory costs or benefits; (3) program summaries should be used to conduct more complete evaluations of programs, especially those with unsatisfactory costs-benefit ratios; (4) non-quantified benefits should be included in the evaluation, such as the kind of people served and the quality of the instruction or other services provided; and (5) analyses should be conducted annually. Recommendations for further research are also presented. (UM)

Scott, Robert Lorne. A Study of the Sources of Legislative Perceptions and Attitudes Toward Higher Education in the State of Florida. Ph.D., The Florida State University, 1977.

The purpose of this study was to determine which information sources have the greatest influence on legislators' opinions of higher education, and whether state

agency staff are correct in their assessment of which information sources most influence legislators. The author mailed a questionnaire to all 160 members of the 1977 Florida legislature and to 90 Florida state agency personnel involved in higher education. The major findings are that legislators are most influenced by information sources that involve face-to-face contact with expert witnesses, family, friends, and so on. State agency personnel may be overestimating the influence of party position and leadership statements, news media reporting, professional organizations and unions, and legislative committee staffs; and they may be underestimating the influence on legislative opinion that results from appearances at hearings, briefings, campus visits, and the like. Apparently, state agencies should reorder communication priorities. (UM)

Somerick, Nancy M. An Investigation Into the Roles of Legislative Liaisons of Six State-Supported Universities in Ohio as Measured by a Semantic Differential. Ph.D., Ohio University, 1974.

At most state universities, it is the legislative liaison's responsibility to determine trends in legislators' attitudes and to keep them informed of the university's activities, needs, and problems. This research was designed to determine whether selected legislative liaisons of state-supported universities in Ohio could accurately assess the meanings of certain concepts held by the majority of members of the 110th Ohio General Assembly and by presidents of selected state-supported universities. The study also compared the attitudes of the majority of state legislators and university presidents to determine how closely they agreed on the meanings of selected concepts. It was concluded that, as a group, liaisons were more accurate in assessing the attitudes of the majority of state legislators than they were in assessing the attitudes of their own presidents. Also, liaisons' predictions of legislators' attitudes were closer to legislators' attitudes than were presidents' actual attitudes. (UM)

Warren, Helen B. Political Culture and the Impact of Federal Support on the Arts in Higher Education. D.Ed., The Pennsylvania State University, 1979.

This study examines the influence of state political culture on fine arts programs in public four-year

institutions, whether direct or mediated by state arts councils. After grouping 26 states according to the political culture typology of Elazar (1972), the author reviewed state arts council reports and interviewed staff members. She also surveyed fine arts program administrators regarding program emphasis on professional training vs. general education, curricular innovation and diversity, nontraditional faculty arrangements, and entrepreneurial activity. Statistical analysis confirmed the relationship among the three data sources. Political culture is found to be a significant source of variation in arts council membership and procedures as well as in programs of higher education. Together and singly, state political culture and state arts council characteristics are related to relative emphasis in fine arts programs on professional training vs. general education and to several measures of entrepreneurial activity. Neither factor provides a sufficient explanation for variability in faculty arrangements or curriculum. (UM)

PUBLICATIONS

Fisher, Paul L., Jr. Modernism in American Typography: 1925-1934. Ph.D., University of Missouri, 1950.

After World War I, European typographers produced a style of printing that has since been catalogued as "modern typography." American display advertising was shortly interested in the new techniques of presenting printed communications. The asymmetric balances, elementary types, and apparently simple layouts featured by the new style caught the fancy of the advertising typographer. Modern layouts, for maximum appeal based on tenuous spatial arrangements, were imperfectly understood by American typographers. In its earliest years, modernism in American typography was subjected to virulent criticism by many of the ablest men in the field. About 1930, the new typography began to show signs of maturity. In 1949-50, an assessment of the influences of modern typography indicated that certain modernist approaches to layout and selection of types had been assimilated into the mainstream of American typography. (UM)

Martin, Richard O. The Non-verbal "Language" of Typographic Layout: An Experimental Study of Consumer Preferences for Various Arrangements of Type and Abstract Elements in Typographic Layouts. Ph.D., Syracuse University, 1963.

This study focuses on the uncertainty regarding the communication effects of what have been called the "fundamental principles" of typographic design. Most commonly they are considered to be five in number, balance, contrast, proportion, rhythm, and unity. The principles are conceded to be sound by designer or esthetic criteria, but their effectiveness as guidelines for the creation of designs that are preferred by the "lay" consumer of the typographic product is questioned. This study addresses one part of this specific problem: the principles' effectiveness as applied to the non-verbal or abstract design aspect of typographic designs. A factorial design for analysis of variance was developed to accommodate the five independent variables. Among the principal findings were: overall, the preference for designs prepared in line with the principles was not significantly greater than that for designs prepared in deliberate violation of principles; there were

indications that the principles may be used as sound guidelines to the preparation of preferred designs provided they are used selectively. (UM)

Neman, Thomas E. The Relative Legibility of Three Cold Type Faces, Three Line Lengths, Three Paper Stocks, and the Interaction of These Three Variables. Ph.D., Indiana University, 1968.

The general research question for this study was: Does maximum legibility occur in that condition in which all of the variables are present in their optimal condition, or is maximum legibility created by the interaction of the typographic variables present? This study tested the relative legibility of three cold typefaces, three line lengths, and three paper stocks. The three cold typefaces were Bodoni, Century Schoolbook, and Techno Medium. The line lengths were 10-pica, 11-pica, and 15-pica. The paper stocks were Ivory, White, and Green Tint. Among the 11 results were: no difference in legibility existed among the typefaces studied; no difference in legibility existed among the paper stocks studied; a significant difference in legibility did exist among the three line lengths. As had been predicted, as the line length approached its optimal condition, the legibility increased; the 15-pica line had the highest legibility score. There was significant interaction between the line lengths and the paper stocks, between the typefaces and the paper stocks, and between typefaces, line lengths, and paper stocks. (UM)

Robeck, George B. The Influence of Design Symmetry and Contour on Eye Fixations and Judgments of Perceived Complexity, Interestingness, and Pleasingness. Ph.D., Michigan State University, 1970.

This experiment studied the effects of two design complexity variables on eye fixations and judgments of complexity, interestingness, and pleasingness. The two complexity variables were: number of contour angles in the figures included in the design and symmetrical versus asymmetrical arrangements of the figures in the designs. Six sets of four design manipulations were prepared using different figures for each set. A number of possible explanations for the results were discussed, and it was suggested that perhaps symmetry operates differently than other visual complexity variables such as contour change. (JA)

Ryerson, Frank E., Jr. An Investigation of the Effect Which the Organization of a Piece of Writing Has on the Reader's Comprehension. Ph.D., State University of Iowa, 1957.

This dissertation represents a pioneering attempt to investigate how much the reader's comprehension is affected by the organization the author gives his or her work. An assumption involved is that the reader is an organizer of what he or she reads. In this experiment subjects took comprehension tests after reading material in the form in which it was originally published and in a scrambled version. Statistical analysis of the mean scores resulting from the two readings, spaced 13 weeks apart, indicates there was no significant difference in comprehension as measured by the test. In written responses to questions, the subjects of the experiment (freshman students in the engineering college of the University of Louisville) gave evidence that they could in a few minutes compare the two versions and tell what changes had been made. (UM)

Wrolstad, Merald E. Adult Preferences in Typography: An Experimental Study in the Communication Function of Typographic Design. Ph.D., State University of Iowa, 1959.

The utilitarian role of typography in the graphic arts was defined as the requirement to function at two levels in the communication process--at the reading or verbal level and at the design or nonverbal level. This experimental study focused on communication between the typographic designer and his or her audience at the latter level. Data of the experiment were preferences by adults for examples of good typographic design when paired with poor counterparts. Five independent variables were used: age, education, and sex of subjects; symmetry of typographic design; and principles of typographic design--balance, contrast, proportion, rhythm, and unity. Ten book title pages were used as examples of good typographic design. The study posed two general questions: when examples of good typography are paired with examples of poor typography, will adults prefer the good examples? What will be the effects of the five variables and their interactions on these preferences? Five major effects were observed and are reported in the study. (UM)

EXECUTIVE MANAGEMENT

Addis, Margaret E. Problems of Administrative Change in Selected Programs for the Reeducation of Women. Ph.D., Harvard University, 1966.

Addis identified a number of problem areas in administrative change in selected programs for the reeducation of women. The study of nine programs revealed a number of problems in the following categories: resources provided, curriculum and instruction, administrative attitudes, faculty reactions, and students. The problems associated with resources included finances, space, and scheduling flexibility. Prerequisites, special academic deficiencies, and orientation were curriculum problems. The problems related to administrative attitudes included: lack of continuity of interest, location of the program, and admissions criteria.

Appleby, Sheila Ann. Motive Strength and Leadership Style as Predictors of Managerial Effectiveness in Selected Community Colleges. Ph.D., The University of Florida, 1979.

Considerable attention has been paid to motives of achievement, affiliation, and power and their relationships to patterns of behavior in corporations, the author writes, but to a much lesser extent in higher education. In corporations, research indicates that the most effective managers, as perceived by subordinates, are power managers exhibiting a greater need for power than affiliation. These managers exhibited "socialized" or "inhibited" power, and were thus more amenable to acceptance by subordinates than those managers exhibiting "personalized" power or "low inhibition." This study was limited to determining these same characteristics of motive strength and leadership style in community colleges. The participants included 53 department heads, 12 deans/provosts, and 196 subordinates (faculty) on 15 campuses in Virginia.

The study's findings indicated that motive states and leadership style do not account for differences in managerial effectiveness. One group, however, department heads and deans/provosts, had a greater need for power than affiliation and a moderate

need for achievement and inhibition. These findings are consistent with similar profiles for business leaders. On the basis of degrees held by administrators, it was found that department heads with doctorates had the highest mean openness score, while deans/provosts with doctorates had the lowest mean openness score. (UM)

Bagley, Henry L. Public Relations in State Colleges for Teacher Education in the United States. Ed.D., The University of Colorado, 1959.

Public relations policies and procedures were examined in the light of the philosophy of public relations held both by the college president and the public relations officer, status of the public relations officer and scope of his or her duties, policies and practices underlying present college public relations programs, cooperation and support given the public relations officer, his or her professional and academic qualifications, public relations problems and proposed solutions, and suggestions by public relations officers and presidents for improving present college programs and professional services. Findings included the following: results of Bernays' survey of 1948 to determine the philosophy of college presidents were completely reversed; the college president's felt that the title of their officer should be "Director of Public Relations," and almost a majority of public relations officers desired vice presidential status; major weaknesses of present college public relations programs included inadequately trained personnel, lack of finances, and lack of administrative coordination. (UM)

Baker, William H. The Institutional Advancement Program in State Colleges and Regional Universities. Ed.D., The University of Tennessee, 1972.

It was the purpose of this study to analyze descriptively the institutional advancement program in regional state-supported colleges and universities and to develop a model organizational structure for the advancement program in these institutions. The study included the 275 institutions that were members of the American Association of State Colleges and Universities in 1971-72. Responses were received from 193 colleges and universities. The study resulted in the identification of nine major activities or functions associated with the institutional advancement

program at state colleges and universities: alumni affairs, fund raising, legislative relations, photographic services, physical plant planning, placement, public relations and publicity, publications, and special events. The most frequently cited titles of the chief advancement officer were director and vice president. Another finding of the study was that a fund-raising or development foundation was in existence at 57.5 percent of the institutions. The major findings of the study that dealt with projected growth patterns in institutional advancement were that additional professional staff members will be employed and that the chief advancement officer will assume a larger role in administrative and policy decisions. (UM)

Baskerville, Roger A. The Development of a Model for Public Relations Programs in the Iowa Intercollegiate Conference of Private Colleges. Ph.D., The University of Nebraska-Lincoln, 1975.

The purposes of this study were to design a model of a public relations program for private institutions of higher education, and to test the utilization of the model as perceived by a panel of experts. From the data obtained through the attitude scale came the following: major leadership by public relations directors should increase; alumni, currently enrolled students, faculty and staff, and parents of alumni and of currently enrolled students should be more useful as media for public relations assistance; the college community and the local community should be more useful as media for student recruitment; the state community and international community should be more useful as media in building living endowment; the international community should be more useful as media in receiving benefits from the affiliated church of the college. In addition, there were 11 findings from the data obtained through the structured interview. (UM)

Bateman, Harold Harris. The Management Information System and Its Role in Administrative Planning and Decision-Making in Higher Education. Ph.D., Arizona State University, 1972.

The purpose of this investigation was to determine the current status of the computerized management information system and ascertain the extent to which it has been introduced into the role of supporting, planning, and decision making in colleges and universities in

the U.S. A questionnaire was sent to 284 four-year colleges and universities in the U.S. that had enrollments of 5,000 students or more. Responses from 200 colleges were analyzed. Among the findings were: A majority of institutions were developing or utilizing interrelated systems, a master plan, and a centralized data base; however, current utilization of the master plan was low. The predominant administrative applications utilizing electronic data processing were student records and the financial areas. Next, personnel, management planning and control areas, and physical plant followed in usage in that order. (UM)

Bird, Allen Leroy. Development and Evaluation of a Model Public Relations Department for a Non-Metropolitan Community College. Ph.D., Texas A & M University, 1978.

The purpose of this study was to develop a model for a public relations department in nonmetropolitan community colleges and to examine the roles of public relations directors in such departments. Instruments were designed to gauge the perceptions of public relations departments and directors by public relations directors, community college presidents, and newspaper editors. Perceptions of the three groups surveyed indicate that many community colleges fail to benefit maximally through their public relations departments. Primary difficulties lie in the part-time status of directors and the lack of appropriate training in the diverse activities that the departments require. The author suggests that community college presidents need to be more fully apprised of the nature of public relations and the benefits of institutional marketing methods. (UM)

Bird, Betty Jo. Analysis of Role Perceptions of Trustees, Administrators, Faculty, and Students of Four-Year Public Institutions of Higher Education in Virginia. Ed.D., The College of William and Mary, 1978.

The author administered a questionnaire to a stratified random sample of 280 trustees, administrators, faculty, and students from four-year public institutions of higher education in Virginia. The questionnaire addressed role definitions pertaining to finance and plant, faculty, appointment of faculty and administrators, academic programs, governance, and students. Participants were asked for their perceptions of which groups currently participate in each of these areas

and which groups they would prefer participate in these same areas. Findings include the following: (1) students, faculty, administrators, and trustees do not agree upon who currently makes governance decisions in any of the six areas; (2) the groups agree about who should participate in decisions pertaining to students but disagree about the other five areas; (3) students and faculty would like to participate in more areas than their current role allows; and (4) all groups disagree concerning preferred apportionment of decision-making responsibilities, preferring to maximize their own responsibilities and minimize those of the other groups. (UM)

Blackwell, Lois Ruth Moore. The Backgrounds, Perceptions of Roles, Functions, and Institutional Aspirations of Trustees Serving on the Governing Boards of Selected Private Colleges and Universities in Virginia, North Carolina and the District of Columbia. Ed.D., The George Washington University, 1980.

The purpose of this study was to examine perceptions of presidents of private colleges and universities regarding board members' roles and functions, perceptions held by trustees regarding roles and functions of women trustees in particular, and institutional aspirations of trustees. Six of seven questionnaires sent to presidents and 105 of 210 questionnaires sent to trustees (51 percent) were returned.

The presidents surveyed conclude that: routine (day-to-day) management is most appropriately a presidential function; trustees should have little direct involvement in academic, student, personnel, alumni, and public affairs; trustees are most appropriately involved with general development and with legal and moral responsibilities; and female trustees are currently gaining in responsibility on trustee boards. Trustees also indicated that both in terms of numerical representation and responsibility, the role of women on boards should be expanded. It was concluded from the sample of trustees surveyed that trustees believe their appropriate responsibilities to include: revision of policies and procedures; increasing student enrollment; increasing financial support from private sources; evaluating academic programs; raising academic standards; and improving faculty quality, community and institutional relations, and the campus physical plant. (UM)

Blake, Osvil M. A Conceptual Model of Public Relations as a Framework for Planning, Implementing, and Evaluating Public

Relations Programs in the North Carolina Community College System. Ed.D., North Carolina State University at Raleigh, 1971.

This study was an attempt to meet the increasing need for a planned, systematic, comprehensive, and continuous educational public relations program in each institution comprising the North Carolina Community College System and the need for a conceptual model as a guide for planning, implementing, and evaluating public relations programs in these institutions. The conceptual model presents the educational public relations process as a series of interrelated and sequential phases: formulating a definition and purpose of public relations in an educational institution; planning and organizing a public relations program in an educational institution; communicating with the relevant publics of an educational institution; evaluating the public relations program of an educational institution. Potential utilization of the model by administrators in an educational institution was suggested and hypotheses were made from the model for further investigation. (UM)

Born, William M. The Historical Development of Governing Boards of State Universities in the United States: An Analysis of Some Trends and Portents. Ph.D., Michigan State University, 1974.

In this research, Born examines the historical development of governing boards of state universities in the United States; delineates the nature, structure, functions, and role of governing boards of state universities in the United States; describes the influences of socioeconomic and political factors prevailing in American society on these governing boards as to their nature, structure, functions, and role; and generates speculations and suggests recommendations concerning the nature, structure, functions, and role of governing boards of state universities in the United States.

Brown, Bobby. Leadership and Strategic Planning in Higher Education: Toward More Effective University Management. Ed.D., University of Massachusetts, 1976.

Because this researcher believes that many institutions of higher education are seriously mismanaged, especially in the area of organizational planning, he develops a concept of strategic planning and introduces a

particular approach, GOST. GOST stands for Goals, Objectives, Strategies, and Tactics. It is a planning, review, and control system designed to help an organization define and achieve its desired long-range future. (UM)

Colgate, Thomas P. An Evaluation of the Public Relations Programs of Physical Education Departments in Selected Colleges and Universities in the State of Iowa. Ph.D., The University of Iowa, 1967.

The purposes of this research were to determine how physical education departments in 10 colleges and universities in the state of Iowa were conducting their public relations programs and to evaluate these public relations programs by determining how closely the programs met accepted criteria. The findings showed that the departments of the 10 institutions had no planned public relations programs, and that the limited public relations that were being carried on were incidental to the regular academic program. (UM)

Colligan, John J. A Policy Analysis of the Role of the American University with Respect to Public Service. Ph.D., State University of New York at Buffalo, 1972.

The objective in this investigation was to develop a policy analysis model to be tested by applying it to the State Technical Services Program (STSP)--a federally sponsored technology transfer program that required matching funds from participating state governments and called upon universities to assist local industries with their technical problems. Thus, this study yields an analysis of the role of the American university with respect to public service. Colligan selected desirable features from policy analysis models to form a Composite Model. It was concluded that the federal government has been and continues to be an intense external force that shifts the university emphasis further toward the pragmatic side of the educational spectrum while at the same time stimulating rich and productive efforts toward basic research and curriculum development. It is reasonable to assume that this harmonious blending of basic university functions will continue to be enriched by public service activities in the decade ahead. But if this harmonious blending is to be nurtured, the universities will have to alter their reward structures (faculty promotion and tenure decisions) to give meaning-

ful consideration to public service efforts as well as to teaching and research. (UM)

Collins, Kenneth L. Influential Factors in Freshmen Students' Decisions to Attend Northeastern Oklahoma State University. Ed.D., Oklahoma State University, 1976.

This study identified factors that appeared to influence students' decisions to attend Northeastern Oklahoma State University. A five-point rating scale was administered to 198 freshmen enrolled at the university during the 1975 spring semester. Nine influential factors were placed under each of the major headings of primary and secondary influences. The two most important primary influences were: "I was able to receive financial aid," and "Friends of mine are attending the university." Recruitment efforts had little, if any, impact in influencing students to attend the university. The two most expensive items in the recruitment program--sending recruiters to the high school and preparation of brochures--had no detectable influence on the students. (JA)

Cook, Raymond. Upperclassmen's Satisfaction with College. Ed.D., UCLA, 1971.

Cook explores factors that are related to students' satisfaction with their college experience. Overall, it is quite clear that most students report being well-satisfied with college. Among the factors that are most related to student satisfaction are the scholarship, community, and awareness aspects of college environment, the students' overall feeling of progress toward the attainment of various educational objectives, their college grades, and the extent of their contact with faculty members and counselors. (ERIC)

Copeland, Otis B. Organization and Administration of Agricultural College Editorial Programs in Three Southeastern States. Ph.D., The University of Wisconsin, 1958.

In this study, 12 "principles" of public administration were applied to the job of the agricultural editorial office in the Tennessee, Georgia, and North Carolina agricultural college editorial offices. A study of the programs and services revealed that these three offices devote a substantial amount of time and resources to the following areas: maintaining relations

with mass media; providing outlets to media, source of materials, and information for county programs; providing advice on communications techniques; and providing advice on public reactions and public relations. The offices are less active in training college headquarters staff members and county workers. Much less is being done in all three states on conducting formal research on audience response to mass media, conducting formal research on audience response to information and ideas, and providing training for college students in mass communications. (UM)

Curtis, Richard J. Public Relations in Florida Junior Colleges: The Relationship of Organization and Administration to Effectiveness in Reaching Selected Publics. Ph.D., The Florida State University, 1970.

The study examines the relationship of the organization and administration of junior college public relations to the factual information about the junior college possessed by three groups: twelfth grade students, twelfth grade homeroom teachers, and secondary school guidance counselors. Findings include: the most effective public relations programs are in medium size districts; an increase in the secondary counselor-student ratio does not increase the student's information regarding the junior college; junior college information programs do not appear to have successfully reached minority group and economically deprived students; the attitude and actions of the college president have a major impact upon the effectiveness of the public relations program; more effective programs have a clear focus; colleges with more effective programs demonstrate an interest in and provide services to the potential student. (UM)

DeFiore, Leonard F. Trustee-Faculty Conflict: A Comparison of Trustee and Faculty Attitudes and Opinions on the Roles of Trustees, Decision-Making, and Other Selected Issues in Higher Education. Ed.D., Columbia University, 1971.

The purpose of this study is to explore and describe the nature and scope of the conflict between trustees and faculty on a wide range of issues in order to have a better understanding of the specific areas in which conflict occurs, gauge its magnitude, and gain some insight into its possible causes. Among the findings: What trustees actually do is not a major source of conflict between trustees and faculty; the heart of trustee-faculty conflict is really a struggle

for decision-making authority. Chapter V contains a comparison of trustee and faculty attitudes and opinions on selected issues in higher education, including academic freedom, student discipline, educational philosophy, faculty evaluation, and others. (UM)

Dirks, Virgil R. Faculty/Staff and Student Perceptions of Public Relations Programs in the American Association of Bible Colleges. Ed.D., The University of Nebraska-Lincoln, 1977.

The purposes of the study were to develop guidelines for comprehensive public relations programs in the American Association of Bible Colleges (AABC) and to refine an existing public relations environmental model for use in AABC institutions. Among the findings were: overall differences between faculty/staff and student perceptions as reported on the public relations instrument could not be supported; the chief thrust of public relations programs was to increase financial support for AABC colleges; local communities were not considered focal points in the public relations programs of AABC colleges; faculty/staff, student personnel, and alumni had significant input into good public relations at AABC colleges. (UM)

Edwards, Gerald F. A Study of Perceptions and Expectations Related to Student Life, Student Selection, and Student Aid Held by Selected Groups of Students, Church Leaders, Alumni, Trustees, and Faculty. Ed.D., Memphis State University, 1970.

The purpose of the study was to identify and analyze perceptions and expectations of the role of Bethel College related to student life, student selection and admissions, and student financial aid. The research also compared responses by students to responses by alumni, church leaders, faculty, and trustees. Twelve conclusions and 13 recommendations came out of the study. Among the conclusions were: perceptions held by alumni and church leaders were less certain than perceptions held by students, faculty, and trustees; students expected less administrative control in nonacademic matters than did alumni, church leaders, faculty, and trustees; student perceptions of the role of Bethel College in matters of student life, student selection and admissions, and student financial aid were significantly different from perceptions held by alumni, commissioners, faculty, and trustees; differences

of perceptions were most significant between the perceptions of students and the perceptions of church leaders; differences of expectations were most significant between the expectations of students and expectations of church leaders. (UM)

Ellis, Peter R. A Study of the Director of Public Relations at Selected Michigan Private Colleges. Ed.D., Michigan State University, 1968.

Ellis in his research sought to discover and describe roles performed by directors of public relations, to identify and describe preparation patterns through formal study and prior experience, to compare role(s) performed with selected indicators of public relations personnel performance of the directors of public relations in 17 Michigan private colleges. The study reveals that the directors surveyed consider judgment, integrity, sensitivity to and interest in other people, organization and planning skill, and leadership and maturity as vital personal characteristics needed by a public relations director to be effective within his or her institution and with its external publics. A significant number of the respondents expressed concern over the lack of adequate position statements outlining the objectives of the institution and the role of the director of public relations. Less than one-third of the directors maintained they had sufficient staff and funds to meet the increasing demands placed on them. (UM)

Ennis, Robert. Planning and Management Practices Used in Academic Administration in Institutions of Higher Education in the State of Texas. Ed.D., Texas Tech University, 1976.

Ennis' purposes in this research were to ascertain: how many of the institutions in the population had long-range plans; which, if any, of several selected organizational features might characterize these institutions doing long-range planning; the extent to which a number of selected management methods and techniques were used in academic administration; if management practices and planning methods published by a selected group of higher education organizations were adapted in any way and used by the institutions; if there were differences in patterns of responses to queries addressed to satisfying the above purposes between institutions categorized by type, type of support, size, age, and organizational complexity; and the major elements (the main topics) of the long-range

plans of those institutions having them. There are nine conclusions of this study. (UM)

Esmond, Robert V. Identification and Exploratory Analysis of the Problems of Selected College and University Public Relations Directors. Ph.D., Indiana University, 1959.

The purpose of this study was to identify and analyze the problems of a selected group of 703 college and university public relations directors in terms of specific problems facing the group and the extent to which each problem is a problem of the total group; specific problems facing the directors at institutions classified according to enrollment, form of institutional control, and type of instructional program; and problems that directors consider their greatest sources of difficulty. A check list of 154 statements of problems the public relations director might face was used. Among the findings: no single problem affects all public relations directors; relatively few affect one-fourth or more of the group; the problems causing greatest sources of difficulty result from having too much to do in too little time with too few assistants; faculty members cause more problems for public relations directors than any other group with which the directors deal; public relations directors have few problems in their relationship with administrative officers and with the president in particular. (UM)

Fadil, Virginia A. The Board of Trustees: Lay Governance At Southern Illinois University--The Developmental Years 1949-1964. Ph.D., Southern Illinois University, 1976.

The purpose of this research was to examine the impact of the creation of an independent lay board in stimulating and supporting the transformation of Southern Illinois University from a teachers college into a comprehensive university. The major conclusions of the study were that the perception of the board as to its role and the goals of the institution can foster or deter growth. It was found that if there is agreement between the board and the president about the goals of the institution, a harmonious working relationship of mutual support can result. Another conclusion was that having a lay board did permit more autonomy for SIU. (UM)

Fields, Corinthian, Jr. Leadership Style and Organizational Climate in Higher Education. Ed.D., University of Massa-

chusetts, 1980.

The purpose of this dissertation was to study: leadership style and how it affects organizational climate in institutions of higher education; and the most acceptable leadership style practiced in institutions surveyed. The instrument employed to identify leadership style and organizational climate was the Likert Profile of Organizational Climate questionnaire. A stratified random sample of faculty and staff from 10 four-year and five two-year institutions were surveyed. The study found that: there is a highly positive correlation between the leadership variable and the character of the interaction-influence variable; there is a positive correlation between the leadership variable and the motivational variable; there is little or no correlation between leadership and communication; there is negligible correlation between goal-setting and control. The author forwards a series of recommendations for constructive leadership style, based on management theory, previously published research, and his own findings. (UM)

Generett, Mona Norman. The Role of Women Trustees in Private Independent Colleges and Universities of Pennsylvania as defined by Their Characteristics, Functions and Perceptions. Ph.D., University of Pittsburgh, 1978.

The author used a survey to identify characteristics, experiences, and perceptions of women trustees of 71 private independent colleges and universities in Pennsylvania. Of the original population of 364 women, 256 completed the questionnaire. Most of the women are white, Protestant, well educated, and relatively secure financially. In these respects, they differ little from their male counterparts on boards of trustees. The major female-male difference is in occupation, with women being primarily educators or homemakers and men primarily business executives.

Women are best represented on student affairs and academic affairs committees and least well represented on the major policy-making committees such as executive and budget and finance committee. Nonetheless, women do not believe that they necessarily "belong" on the less powerful committees. Most of the women believe that their verbal contributions are given the same weight as those of male trustees and they feel that women are adequately represented on boards of trustees. The women attribute their trustee membership to their

own accomplishments and not to those of their husbands.
(UM)

Gibson, Harold E. Public Relations Practices in Institutions of Higher Education for Women. Ed.D., University of Missouri, 1945.

Gibson, in his study of problems of public relations in colleges for women, had a threefold purpose of tracing the history and procedures of public relations, discovering and delineating current public relations practices in senior and junior colleges for women, and summarizing opinions expressed by college presidents and directors of public relations on problems relating to the public relations program. Among the results of Gibson's investigation were: there seemed to be a close understanding between college presidents and directors of public relations regarding the aims and objectives of public relations programs; it was the opinion of 84 percent of the college presidents that the director of public relations should have little influence on the formulation of policies governing the institution; the majority of presidents feel that the primary duty of the director of public relations is to prepare and disseminate news about the college; a majority of college presidents expected to see a marked development in the importance of public relations departments of their colleges.

Godfrey, Helen R. A Profile of Female Trustees of Four-Year Public Colleges and Universities and a Comparison of Female and Male Trustee Perceptions of Selected Trustees Functions and University Issues. Ph.D., Michigan State University, 1971.

In a look at the membership composition of governing boards, Godfrey developed an in-depth profile of women who serve on boards. She also presented comparisons of perceptions of female and male trustees. She concludes that equal representation of women on the governing boards of state universities had not been recognized or achieved. She argues that the data she collected from a national sample proves women board members to be more service-oriented than their more business-minded male counterparts. She observes that women should be "viewed as a valuable source of diverse thought in areas of academic policy-making, direction for the social and cultural environment of the campus, public relations and communications with constituents outside of the university, and vocational preparation."

Green, Albert G. A Study of Public Relations Programs in Selected State Supported Mississippi Junior Colleges. Ed.D., University of Southern Mississippi, 1965.

The focus of this study was to provide answers to the following questions: What public relations procedures are found in Mississippi junior colleges? What are the organizational policies concerning the public relations programs? What are the delegated responsibilities of the students, faculty, public relations director, and administrators in the public relations program of these colleges? How do the procedures of the public relations programs in these colleges compare with the procedures suggested in criteria for an effective public relations program? To create the survey instrument, 27 criteria for effective public relations programs were developed. There were 11 findings in the study including: with few exceptions, junior colleges were falling short of the guidelines set forth in the evaluative criteria; lack of professional leadership in the field of public relations was evident; administrative officers appeared to be sensitive to the changing needs of students and publics; public relations directors had little or no role in the development of the public relations budgets and in organization and direction of the program. (UM)

Grossley, Richard S. The Public Relations Program of the Negro Land-Grant College. Ed.D., New York University, 1943.

Grossley was concerned with three main purposes in this study: to trace the development of public relations programs of the black land-grant colleges; to consider the present practices and policies involved in these programs; to determine factors and trends of value in the formulation and presentation of a more adequate public relations program in these institutions. Among the principles that materialized from his study were: the public relations programs must have a definite objective; public relations programs should lead to better understanding of the major problems of social life as applied to higher education; the college should have a well-formulated policy of approaching its community, both as to program and promotional technique; there should be more effective relationships with local centers of public opinion; the program of public relations should be presented as a continuous community service; at some point in the administrative procedure, provision should be made for teamwork in the setting up of clearly defined objectives.

Gwaltney, Robert Alan. A Model Management Information System for an Institution of Higher Education. Ed.D., Duke University, 1982.

The purpose of this study was to design a model computer-based management information system applicable for aiding in resource management and long-range planning in colleges and universities. Five data files comprise the model presented in the study. Data elements in these fields are the result of (1) analysis of local, state, and federal reporting requirements, and (2) analysis of the responses to a Data Assessment Questionnaire completed by administrators of a sample institution. The files in the model include: (1) personnel; (2) student; (3) alumni; (4) facilities; (5) financial. The model is designed in such a way as to allow for meeting information needs different from those of the sample institution. (UM)

Hagaman, Harlan L. A Study of Theory and Some Present Practices in School Public Relations Administration. Ph.D., Northwestern University, 1947.

In Hagaman's study of theory and practice, he set up a series of 12 questions within his general problem which he then divided into five aspects for study: educational objectives, purposes, principles, means, and agents. One of Hagaman's findings reveals six general purposes as the directing influences in current school public relations: to gain financial support and public approval; to make an accounting; to further the educational program; to promote the partnership concept; to improve the community; and to establish educational leadership in a changing culture.

Healy, Rose Mary. Trustees and College Failure: The Role of Governing Boards in Privately Controlled College Terminations. Ph.D., The University of Toledo, 1977.

This study attempted to assess trustee involvement in policies concerning personnel, financial, student, academic, and alumni affairs. The author compared trustees of surviving privately controlled institutions with trustees of institutions that closed, merged, or joined a state system during the years 1970-1974. She mailed a questionnaire to 223 persons serving as trustees of surviving institutions and 124 trustees of defunct institutions. In addition, she conducted on-site interviews with selected trustees. The data

collected implied that trustees of defunct colleges were less involved in policy development and implementation in critical management areas (e.g., presidential selection, budget) but more involved in less critical areas (e.g., alumni affairs) than were trustees of surviving colleges. Trustees of defunct colleges were also less aware of trustee responsibilities and roles. (UM)

Hess, Daniel S. A Study of Trends and Extent of Organized Public Relations Programs in Two-Year Colleges with Special Application to Ricks College. Ed.D., Brigham Young University, 1961.

In this study, Hess makes an investigation of current trends in public relations and the extent of organized public relations programs in junior colleges in America. From this study, recommendations pertaining to a public relations program for Ricks College, as well as other similar junior colleges, are formulated. There was a general awareness of the need for some coordination and organization of the public relations functions of junior colleges. Only 36.5 percent of the 233 respondents indicated having a well-organized program of public relations. The organizational chart was expressed as a simple matter when one person, the president or vice president, had the total responsibility.

Hesse, Robert R. The Image of a State Institution of Higher Education. Ed.D., State University of New York at Buffalo, 1970.

In this research, Hesse investigates the image of an institution of higher education by identifying its past and present goals, exploring its major areas of concern in its changing mission, and by determining the impressions held by three of its publics. The institution studied was the State University College at Fredonia, N.Y. The author sought to ascertain whether the image held by several of the college's constituent groups was a true reflection of its self-image. The college now claims to be a liberal arts institution in function as well as in name. From a random sample of alumni, community residents, and students, it was concluded that the college has indeed made the transition and performs as a liberal arts college. Further, the study showed that the constituent groups held a fairly informed and accurate view and a positive image of the college. (UM)

Hill, John Evans Clyde. A Comparison of the Role Expectations of the Chairperson of the Board of Trustees of Selected Universities in Michigan as Perceived by Five Status Groups. Ed.D., Andrews University, 1980.

The purpose of this study was to survey the role expectations of chairpersons of boards of trustees as perceived by board chairpersons, university presidents, vice presidents for academic affairs, vice presidents for financial affairs, and other board members. A survey instrument containing 18 items describing roles of board chairpersons was developed and was administered to a total of 126 subjects in the five status groups.

A high degree of consensus was reached on the following roles: the board chairperson presides at all board meetings, setting the tone; mediates instead of dominating; appoints board committees per bylaws and calls for performance reports on a timely basis; advises and consults with the university president on vital issues; maintains on behalf of the board good public relations; recommends appropriate in-service training for trustees; initiates evaluation of top executive performance on a regular basis; and leads compensation discussions of the board on behalf of the president. A lack of consensus was found on the following roles: the board chairperson consults with the president on the trustees' meeting agenda; initiates the evaluation of the board's performance on a regular basis; ensures that the board has sufficient information and time for deliberation; receives recommendations from the administration and faculty. (UM)

Horton, Joann. An Analysis of the Decision-Making Processes of Trustees in Public Two-Year Colleges. Ph.D., The Ohio State University, 1977.

The author's main purpose was to determine how trustees in public two-year colleges make decisions. To form her study sample, she took a stratified random sample of 48 institutions from the membership of the American Association of Community and Junior Colleges, and then took a random sample of five members per institution. Variables important to the study were: (1) demographic data, (2) information inputs, (3) social interaction patterns, (4) analytical elements used in decision making, (5) the influence of the chairperson vis-a-vis newly elected trustees, and (6) the effect of institutional size and the type of campus on the decision-

making process of trustees. The study indicated that although trustees on the whole do not use the analytical tools of problem definition, those who serve in single campus institutions use these tools more than those who serve multi-campus institutions. Trustees do not approach the decision-making process systematically. New board members feel that particular members of the board have more influence over decisions, while experienced board members feel that all members influence decision making. Board members indicate that instructional facilities have a large impact on their decision making. (UM)

Jacobson, Sonja P. An Analysis of the Outcomes of Higher Education. Ed.D., UCLA, 1973.

Sonja Jacobson's study addressed the question: What happens to similar kinds of students who enroll in different kinds of institutions? Taking a sample of male alumni, she examined the responses to various criterion measures for the total group of graduates from each of the eight institutional types. Then she examined the responses to the same criterion measures for a selective group, described as "college prone" because of their high scores on an input measure of academic quality. Although some of the results are conflicting or not readily explainable, she found generally that controlling for impact (college prone males only) did not reduce the "influence" of the environment on such outcome measures as participation in activities related to community affairs, politics, religion, music, or educational benefits related to personal and social development. (ERIC)

Johns, Thomas H. Public Relations with Church Constituency in Ten Presbyterian-Related Colleges. Ed.D., Indiana University, 1961.

The problem of this study was to assess the policies and practices pertaining to public relations programs of a selected group of colleges related to the United Presbyterian Church in the U.S.A. and to relate such programs to strengthening the relationship between the colleges and the church. The study involved surveying the public relations practices of a selected group of Presbyterian-related colleges; to examine the nature and extent of the formal and informal relationships between the churches and the colleges; to compare the amount of financial support the colleges received

from the church constituency with the amount received from other sources; and to analyze the data of the various public relations programs of these colleges. Among the seven findings are the following: formal denominational relationship was a matter of tension in most of the colleges; each college indicated its concern for establishing better relations with the church; each institution had its own unique problems in church relations as a result of tradition, geographic location, personnel and administrative policies; the colleges had failed to examine the resources of the college in relationship to the church or the resources of the church in relationship to the college. (UM)

Kelly, Thomas Franklin. Decision Making by Governing Boards: Differences Among Selected Independent Colleges. Ph.D., Cornell University, 1977.

This study investigates differences in governing board decision making between colleges of high institutional net worth and colleges of moderate financial stability. The sample is composed of four-year, independent liberal arts colleges in Pennsylvania. The author gathered biographical data on 218 trustees, performed content analysis of the board meeting minutes from six colleges, read board charters and bylaws, and interviewed college presidents. Findings indicate that colleges with high financial stability have significantly greater numbers of trustees who are corporate officers, attorneys, alumni, and non-local individuals. The boards of these colleges also make significantly more decisions relating to business-finance-physical plant than do boards of the moderately stable group. Finally, the high financial stability group colleges use the Full Board Model or Corporate Model of decision processes, have formal communication procedures with trustees, and tend to establish fund-raising committees of the board. (UM)

Kerchner, Charles T. An Exploration Into the Impact of Faculty Unions on Community Colleges and Their Presidents. Ph.D., Northwestern University, 1976.

This research suggests that both the nature of presidential work and the nature of institutional governance at community colleges change when faculty unionize. The study, undertaken at 11 Illinois public community colleges, is exploratory and inductive in approach. The evidence gathered suggests a movement toward more

political forms of governance in which outcomes depend on power or influence of groups more than position in the organizational hierarchy. However, administrative reaction to the faculty union tends to reinforce the use of bureaucratic mechanisms. (UM)

Kerin, Roger A. Personalizing Mail Surveys: An Empirical Investigation of Personalization Strategies in Mail Survey Research. Ph.D., University of Minnesota, 1973.

Kerin found that personalizing either or both the advance notice and cover letter will generate higher questionnaire returns and greater item response to personal questions than not personalizing both phases; strategies containing personalized cover letters produce distortion in the reporting of the wife's occupation and annual family income regardless of the nature of the advance notice; neither a personalized or nonpersonalized follow-up is superior in inducing questionnaire returns or increasing item response to personal questions; while age, occupation, and education of respondents differed little between respondents to personalization strategies, higher income families favored personalized contacts and lower income families responded to nonpersonalized contacts. (UM)

Kriegbaum, Richard A. A Typology of Boards of Trustees of Private Colleges. Ph.D., State University of New York at Buffalo, 1976.

Twenty-five boards of trustees of private colleges were examined to determine whether these boards differ from each other in ways that can be measured and to determine whether any patterns of global similarity exist among these boards. The study demonstrated that boards do differ from each other, that these differences can be measured, and that the boards described by these measures can be compared by means of typologizing based on cluster analysis. (UM)

Leach, Wesley B. Administrative Characteristics and Job Satisfaction; A Study of Three Levels of University Administrators. Ph.D., University of Kentucky, 1974.

The purpose of this study was to investigate administrators' perceptions of the bureaucratic structure within an institution of higher learning in order to identify institutional characteristics that could possibly affect job satisfaction--leadership, communi-

cation, decision making, and goal setting. The subjects for this study were all full-time employees at the University of Kentucky who were classified as administrators. Based on their annual salary, the subjects were classified as high-level, middle-level, or low-level administrators. The findings of this study indicated that there were significant differences between high-level administrators and the other two administrative levels in relation to job satisfaction and perceptions of the bureaucratic structure. The findings also indicated significant relationships between institutional profile total scores and job satisfaction total scores for the entire sample of administrators, as well as for each of the three administrative levels individually. (UM)

Louw, Ronald C. The Public Relations Practices of Directors of Institutes of Religion of the Church of Jesus Christ of Latter-Day Saints in California, 1974-75. Ed.D., Brigham Young University, 1976.

Seventy-five directors of the Institutes of Religion of the Church of Jesus Christ of Latter-Day Saints in California responded to a questionnaire regarding their public relations practices. Institute directors with formal training utilized more practices than directors without formal training. Seventeen percent of the directors had structured public relations programs. (UM)

Maienknecht, Gilbert O. Organization, Function, and Budgeting of College and University Public Relations Program. Ed.D., Indiana University, 1952.

This research investigated the organization, functions, and budget of college and university public relations programs. A check list type of questionnaire was sent to all persons holding Institutional Primary Membership in the American College Public Relations Association. Results of the study showed: 69 percent of the reporting institutions (355, or 63.6 percent of 558) indicated that they had one person responsible for all organized public relations functions other than the president; 94 percent of the persons who direct public relations are directly responsible to the president; a total of 79.9 percent of the respondents indicated that the persons directing public relations functions held administrative status in their institution and were employed on a 12-month basis; a total of 85 different

titles were reported for persons who administer public relations programs; a total of 87 different methods of evaluating public relations functions were found.

Martin, Larry L. A Study of Trustee Boards of Selected Four-Year Black Colleges and Universities: Their Composition, Perception of Factors that Contribute to Board Effectiveness and Attitudes Toward Academic Innovation. Ph.D., New York University, 1976.

This study was centered on trustees at 14 selected black colleges and universities. The purpose was to present an analytical description of the personal attributes (sex, age, race, political affiliation, and education) of the board members to determine their perceptions of factors that contributed to effective board functioning; and to determine their attitudes toward academic innovations in higher education. Findings show the model trustee to be a male, in his fifties, well-educated, financially well off, employed in a business-related occupation, and Protestant in religious affiliation. The majority of the trustees identified themselves as Democrats, described their political ideology as moderate, and their current trusteeship as a first (80 percent). Perceptions of board effectiveness reveal that a majority expressed satisfaction with their board's general effectiveness, and trustees were generally supportive of academic innovations. (UM)

McGraw, Glen O. The Development of an Instrument for the Evaluation of Junior College Public Relations Efforts. Ed.D., University of Houston, 1972.

The research goal was to develop an objective-oriented instrument for evaluating public relations programs of public junior colleges. The Critical Incident technique was used as the research tool for gathering public relations data. Presidents at 762 public junior colleges were asked to report actual experiences involving public relations activities and their results. These data were the basis of a list of 86 public relations activities submitted to a panel of judges for a preliminary classification. The result was a list of 79 items that were positive or negative public relations activities. An instrument was designed for determining the importance of each item as measured on a scale from extremely detrimental to extremely beneficial. This instrument was sent to 654 practicing public relations professionals. Numerical values were given to the scale, and the arithmetic

mean was determined for each of the 79 items to establish a weight for each item. The scores were also factor analyzed and 12 factors became the bases in the final Public Relations Activities Assessment (PRAA) instrument. (UM)

Medrano, Enrique. An Exploratory Examination of Role Conflict, Role Ambiguity and Job Related Tension Experienced by Selected Non-Academic Higher Education Middle Managers. Ed.D., University of Houston, 1978.

The purpose of this dissertation was to study the conflicts and tensions of nonacademic middle managers in higher education that stem from multiple role expectations. Cluster sampling was used. The subjects were 238 middle managers on 92 campuses in Texas. Previous research and role theory were used to develop two directional hypotheses and five research questions. The multiple regression statistical procedure was used to assess the significance of relationships examined.

The findings included: role conflict and role ambiguity both predict job-related tensions of nonacademic middle managers (role conflict predicts job-related tension better than does role ambiguity); role conflict correlates significantly with role ambiguity; the job satisfaction index used in this study correlates significantly and negatively with both role conflict and job-related tension; the job tension index correlated positively and significantly with role conflict and job-related tension; no significant differences were demonstrated between longevity and role conflict, role ambiguity, and job-related tension; the level of role ambiguity differs significantly by size of institution; neither sex nor level of specialized training makes any significant difference in the level of role conflict, role ambiguity, and job-related tension. Based on the findings, the author formulates a list of recommendations for additional research. (UM)

Morris, Jim R. The Role of Administrative Assistant in Higher Education as Perceived by College and University Presidents Throughout the United States. Ed.D., North Texas State University, 1969.

The purpose of the study was to identify the role of the administrative assistant as perceived by college and university presidents and to ascertain their perceptions of the position of administrative assistant

as an informal internship for a higher position. A secondary purpose was to determine the personal and professional qualifications of persons serving as administrative assistants. A questionnaire was mailed to 1,102 college and university presidents. Among the six findings and conclusions: the typical administrative assistant was a male between the ages of 41 and 45 holding a master's degree in education and with fewer than five years experience within and outside the institution. He was considered both a professional and a "leg" man by his president who paid him an annual salary in excess of \$16,500. He did not seek his job. His president predicted he would become a college president someday. He was chosen for his job because of his personality, integrity, his ability to get along with people, his intelligence, in that order. (UM)

Muller, Patricia A. Relationship of Organizational Structure to Organizational Adaptability and Effective Performance in College and University Departments of Public Relations. Ph.D., The University of Wisconsin-Madison, 1977.

The purpose of this research was to determine which characteristics of institutional structure are most significantly related to the department output dimensions of adaptability and effective performance. Four input characteristics were used: complexity, centralization, formalization, and stratification. Three hypotheses were tested: (1) there is a relationship between organizational structure and adaptability; (2) there is a relationship between organizational structure and effectiveness; and (3) organizations high in adaptability will be evaluated low in effectiveness. The study involved a random sample of 60 public and private institutions in six mid-western states. The major conclusion was that college and university departments of public relations do not manifest many of the hypothesized structural properties of the dynamic organizational model, nor do they lean very far toward the static model. (UM)

Norwood, Patrick H. An Evaluated Check List of Public Relations Activities for Teachers Colleges. Ph.D., University of Texas, 1947.

Norwood was concerned with four objectives: to compile a comprehensive list of public relations activities for teachers colleges; to evaluate the compiled list and make it usable as an evaluated check list for public

relations activities in teachers colleges; to study the public relations director and his or her job; and to study the foundations and background for college public relations activities. Among the findings, historically public relations activities seem to have developed through four stages: the philosophy of promotion--stunts and drives; the idea of publicity; interpretation, description, explanation; and fusion of all philosophies into the development of good will through all types of activities.

O'Brien, Alton D. A Study of Public Relations Programs in the Membership of the American Association of Colleges for Teacher Education. Ph.D., New York University, 1950.

In his study of the public relations programs of the membership of the American Association of Colleges for Teacher Education, O'Brien attempted the formulation of a basic, practical program of public relations for colleges for teacher education. His study was limited to the 175 teachers colleges, including departments of education of liberal arts colleges, and 81 schools of education in universities. Eight experts agreed upon 25 criteria of a sound public relations program for colleges for teacher education which included: public relations is a way of life for an institution; publicity is a tool of, not a substitute for, public relations; and the public relations program knows where it is going. Among the seven findings were: the direction of the public relations programs of the teachers colleges rests with the following, in order of descending frequency: the college president, the college president and a committee, a committee, some other person; only 11 of those reporting have full-time public relations directors and 63 employ part-time public relations directors.

Parsonace, Robert R. The Public Service Function of Higher Education in the United States as Related to the Crisis in the Cities: A Discussion of Power and Responsibility. Ph.D., The Hartford Seminary Foundation, 1975.

A review of the principal literature on the history of higher education in the U.S. shows that colleges and universities have increasingly accepted a public service role. But confronted with the challenge of the urban crisis, higher education has had to reassess both the purpose and performance of public service. Attempting to contribute to the descriptive basis for this assessment, this investigation involved a study

of the practice of public service by a variety of colleges and universities in one urban area. The research confirms the widespread collegiate commitment to public service, documents extensive service to the urban community, demonstrates the reciprocal benefit of much of that service, and shows the idiosyncratic nature of the pursuit of urban public service. (UM)

Poland, Larry W. Penetration of Administrative Communication Into Subgroups of College Administrators in Two Diverse Types of Institutions. Ph.D., Purdue University, 1967.

This study, carried out at Purdue University and at Wheaton (Ill.) College, sought to measure the extent to which administrative communication from a central office on the college campus penetrates to persons given administrative tasks to perform elsewhere on campus. It sought to test a theoretical model of relationships between degree of penetration of administrative communication and the viewpoint held by the recipient of communication, the recipient's conception of his or her role as administrator or teacher, personal ties between recipient and communicator, recipient's personal data, and type of institution. An instrument including a 20-item measure of communication penetration, a five-item agree-disagree viewpoint scale, and items measuring respondent's conception of role, personal ties, and personal data was administered to 77 respondents in a sample of each institution. Findings from analysis of penetration scores showed penetration of communication to be a problem of comparable magnitude at each of the institutions. (UM)

Rodnitzky, Jerome L. A History of Public Relations at The University of Illinois, 1904-1930. Ph.D., University of Illinois, 1967.

This study traces the public relations efforts of the University of Illinois during a quarter century of dramatic growth. The focus is on the relationship between public relations and institutional growth under two university presidents. The university's efforts to gain popular support suggest that university public relations are almost entirely presidential in nature. (UM)

Rose, Francis L. The Image of a Denominational College Within Its Supporting Church. Ed.D., The University of Nebraska, 1965.

The purposes of this study were to develop a procedure and an instrument for use in measuring the image of Midland Lutheran College within its supporting church and that with only slight modification, might be used to measure its image within any of its publics; to determine and to describe the image that Midland portrays within its supporting church; and to formulate guides for a public relations program for use by the college within the supporting church. The instrument was set to measure the image of the college's campus; faculty; general reputation as well as the respondents' general acceptance or rejection of education and liberal arts education; students in terms of morally, socially, intellectually, and physically; administration; curriculum; and extracurricular program. Conclusions relevant to specific public relations programs were drawn in each of three areas, and conclusions relevant to the overall college public relations program were drawn from those. Twelve recommendations for the college's public relations program were offered to the college administration. (UM)

Rowland, A. Westley. A Study of Three Selected Factors in the Public Relations Programs of Colleges and Universities. Ed.D., Michigan State University, 1955.

This study analyzes three selected factors in the public relations programs of colleges in the United States: philosophy and objectives of educational public relations, evaluation of the public relations programs, and the most important public relations problems facing colleges and universities. A total of 272 replies were received from the questionnaire which was sent to 600 institutions. Among the major findings were: (1) More than half of the reporting institutions cited interpretation of their institution to its publics as the basis of their philosophy. Building and holding good will for the institution was rated highest as an objective. (2) One of the weakest areas in educational public relations is evaluation. (3) Public relations has not yet reached the stage where it can be called a profession. (4) The meaning, place, and nature of public relations are not firmly established in institutional policy.

Ryan, Ruth L. The Place of Public Relations in Women's Colleges. Ph.D., The Ohio State University, 1945.

In this research, the focus was to analyze available information on the interpretative needs and methods of

women's colleges. Sixty-five women's colleges were used for the analysis. Some of the results of the study were: the office of public relations in women's colleges has attained a legitimate place in the field of higher education; the status of public relations offices has become more important in the last few years; although all the directors and representatives who replied reported that releases were sent out, there seems to be an acute lack of organization and definition of the program; on the whole, a rather close agreement exists among the colleges on the objectives and function of the public relations program.

Rydell, Ernest. Public Relations Administrators in Higher Education. Ed.D., Indiana University, 1971.

The problem addressed in this dissertation was to describe the career patterns of chief public relations administrators in large colleges and universities, including their educational and experiential backgrounds, their current status within their institutions, their job satisfactions, and their career aspirations. An eight-page instrument was developed, evaluated by a panel of college officials with experience in public relations, revised, and mailed to all 180 chief public relations administrators at U.S. colleges and universities with minimum total enrollments of 10,000 students. The mailing yielded an 80.6 percent return; 76.1 percent were usable and were included in the study. Chief findings were that a majority of the chief public relations officers reported directly to their presidents, were the primary public relations advisors to their presidents, served on the administrative councils of their institutions, regularly attended governing board meetings in official capacities, and were voting members of institutional committees. (UM)

Searway, Albert M. A Perception By Presidents and Coordinators of the Critical Management Practices at Colleges and Universities Receiving Advanced Institutional Development Funds. Ph.D., The University of Alabama, 1978.

The purpose of this study was to gather data on management practices as perceived by presidents and coordinators of colleges and universities awarded Advanced Institutional Development Program (AIDP) funds under Title III of the amended Higher Education Act of 1965. The survey had the purpose of lending support for development of systems for planning, management, and

evaluation at colleges and universities. A 45-item questionnaire was sent to presidents and coordinators of 114 colleges and universities awarded AIDP funds between 1973 and 1977. Questions related to both current management practices and attitudes, as well as to the perceived effect of federal involvement on institutional governance.

Findings included: colleges and universities are by-and-large not using new managerial systems and techniques that could result in greater efficiency and effectiveness; presidents answered affirmatively more often than did coordinators concerning existing management practices at their respective institutions; the most valuable management priorities as agreed on by both presidents and coordinators were participation in management skills activities, and developing a system for continuous monitoring of programs and operations; AIDP funds have improved the administrative style of institutions; and implementation of a Planning, Management, and Evaluation (PME) system has improved the financial condition of institutions. (UM)

Sinichak, Stephen. Attitudes and Perceptions of Attitudes By Various Groups on Public Relations Issues Relating To Tennessee's Higher Education. Ph.D., Southern Illinois University, 1973.

The public relations functions at higher education institutions include communicating with a variety of publics. The purposes of this investigation are to measure attitudes of Tennessee legislators, administrators, and faculty on public relations issues related to the state's higher education, and to measure how each group perceives the attitudes of the others on these issues. The instrument included 14 statements on higher education issues which called for a response along a five-point, Likert-type scale. It was hypothesized that the attitudes of faculty would be similar to those of administrators but different from those of the legislators. The data appear to support this hypothesis. Three hypotheses were concerned with attitude perception among the three groups. It was hypothesized that administrators and faculty would have similar perceptions of legislators' attitudes, but different from the legislators' perceptions. The data appear to support hypothesis 2. (JA)

Smith, Carlyle A. Perceptions of Clergymen and Laymen Toward the Relation of a Lutheran Synod to Higher Education.

Ph.D., The University of Iowa, 1969.

The problem of this study was to investigate the perceptions of ministers, college administrators, and lay delegates concerning the relation of a Lutheran synod to higher education. A random sample was made from the Illinois and New Jersey Synods of the Lutheran Church in America. The hypotheses that were tested related to the commitment of the respondents to Christian higher education, to campus ministry work at non-Lutheran schools, and to a distinctively "Lutheran" image of a church college. No significant difference was found between the three roles or between the two synods with respect to their commitment to Christian higher education. One of the conclusions was that since there is a significant difference of opinion within the Lutheran church with respect to the relation of a synod to higher education, it can be assumed that a church administrator or a college administrator who openly advocates a particular relationship between the synod and the college will find considerable opposition, no matter what the position he or she takes. (UM)

Stewart, James W. The Identification of External Pressures Considered by Presidents of Selected State Supported Institutions of Higher Education During the Decision-Making Process. Ed.D., The University of Nebraska, 1970.

The purpose of this study was to identify external pressures that the president of a state-supported institution of higher education considers during the decision-making process. A series of 10 simulated in-basket problems was developed based upon the survey of state institutions of higher education conducted in the spring of 1969 by the Academy for Educational Development, Inc. Among the 10 conclusions were: in general, the presidents did not consider external pressure during the decision-making process; the presidents, in responding to the 10 simulated problems, were most concerned with the institutional image, particularly as it was subjected to interpretation by the news media and accrediting associations; the presidents reacted and identified external pressures more frequently on problems focusing on student affairs and personnel than on problems that dealt with faculty participation or institutional governance. (UM)

Summers, Kurt. A Study of Decisions Made by the Board of Trustees of Kent State University from 1968 Through 1977. Ph.D., Kent State University, 1978.

Using the taxonomy developed by Paltridge in 1973, the author studied policy decisions, administrative decisions, and operational decisions made by the Kent State University board of trustees during the years 1968-77. Decisions were analyzed as to type and area of impact. The author concluded that 80 percent of the board's decisions were of the operational type focusing heavily on the areas of personnel, physical plant, business and finance, administration, and ceremonial matters. Policy decisions played a minor role; and the board spent little time on either educational programs or student affairs. (UM)

Sundre, Steven M. Trustees and Conflict: An Examination of the Relationships Between Conflict Perceptions, Abilities and Assets, and Group Membership. Ph.D., The Ohio State University, 1976.

Sundre examines the relationships between financial status of higher education institutions, trustee perceptions of the appearance of conflict in institutions, and trustee perceptions of their abilities and assets as trustees. The following conclusions are given: the variables identified by the literature as contributing to conflict causes and effects in formal organizations were found generally applicable to trustee perceptions of conflict in higher education institutions; the more a trustee sees the financial welfare of the institution as his or her responsibility, the more he or she will perceive conflict in the organization as a result of decisions to allocate financial resources; trustees who serve at institutions with declining enrollment perceive more conflict to surround financial decisions made than trustees who serve at institutions experiencing an increase in enrollment. (UM)

Tarr, Edward W. Current Public Relations Programs and Practices in Fourteen Liberal Arts Colleges. Ed.D., University of Maryland, 1965.

This research was designed to survey, describe, and compare the public relations programs of a group of accredited, church-controlled or church-related liberal arts colleges. The case study method was selected for this research. Thirteen criteria were selected as relevant to the evaluation of the public relations programs of the 14 colleges. There are 10 conclusions and recommendations including the following: formalized statements of objectives in church colleges, especially

in the nonacademic area, should be in realistic terms and readily understandable to the institution's important publics; colleges should consider possible advantages in specifically indicating the part public relations could play in the implementation of master plans; successful fund raising can be operated only from a sound public relations base; more should be done in narrowing the gap between administration and faculty and staff; more should be done in securing the loyalty and appreciation of students; the local community is sometimes neglected. (UM)

Thomas, Gerald Smith. Organizational Commitment: Sources and Implications for the Development of Middle Managers. Ph.D., Cornell University, 1978.

The purpose of this study was to assess the relationship between the ideas and expectations of non-teaching middle level managers (before obtaining their present jobs) and the nature of their present commitments to their jobs. The ideas and expectations that serve as independent variables include those concerning: job satisfaction, occupational orientation, perception of career alternatives, knowledge of institutional and departmental goals, perception of position prestige and prestige of institution and department, sense of salary equity, perception of achievement, preparation for current work, and perception of appropriateness of staffing. The concept of organizational commitment is dealt with as a dependent variable and is explored from four separate perspectives. Two generalized sources of organizational commitment are considered: extrinsic and intrinsic. Two generalized objects of commitment are also expressed: commitment to the institution at large and to the department or other appropriate organizational subdivision.

The data for the study were collected by a mailed questionnaire. Analysis of correlation coefficients was the fundamental statistical tool. The author found that those individuals more specifically prepared for work within a college or university tended to be more satisfied with their jobs and their salaries than their colleagues who might feel that they had career options in industry or government. To a lesser degree, the notion of departmental or broader university orientation was discovered, but no comparable measures of independence were forthcoming from the data. A series of implications for action including both training and structural interventions is offered. (UM)

Thomas, Kenneth E. Organization and Administration of Information Services in Land-Grant Institutions. Ph.D., The University of Wisconsin, 1961.

This investigation was concerned with exploring, describing, and analyzing relevant factors associated with the following aspects of information services in land-grant institutions: organizational structure; administrative relationships; functions, responsibilities, and objectives; personnel qualifications and characteristics; and problem areas. Some of the findings: in recent years there has been a trend toward increased centralization of information services; there was a high correlation of perceptions between the different categories of heads of information services regarding the relative importance of functions, responsibilities, and objectives of information services. The five most important functions, responsibilities, and objectives were: to maintain good relations with mass media personnel; to provide educational materials to be used by mass media; to provide training in mass communication for county extension personnel; to provide training in mass communications for state extension personnel; to provide materials to county personnel to support county programs. (UM)

Thompson, Hugh L. Presidents of Liberal Arts Colleges and Federal Aid: A Study of College Administrative Financial Decision-Making. Ph.D., Case Western Reserve University, 1969.

The purpose of this study was to explore four aspects of the decision-making processes involved in the consideration of federal aid as a source of financial aid to private liberal arts colleges: (1) Are there identifiable patterns of administrative decision-making behaviors? (2) Do the presidents perceive a hierarchy of basic organizational needs related to financial decision making? (3) Is the desirability of federal aid perceived as being related to relative influence of the basic organizational needs? (4) Is the desirability of federal aid seen by the presidents as being related to the relative importance of four basic issues? Federal aid was seen by 139 presidents as a desirable means to supplement financial income. These findings apparently contradict some of the claims that federal aid is viewed as undesirable because of the issues of public expenditure for private colleges, fear of federal control, separation of church and state, and racial segregation. (UM)

Tokars, Lester E. Public Relations Model Structures in California's Community College. Ph.D., United States International University, 1975.

The problem of the study was to find out how California's community colleges and community college districts were utilizing their public relations staffs in producing information and accepting feedback of public opinions relating to the adequacies of their existing programs. Six objectives were established as follows; to determine the extent of public relations programs and how they are being conducted within enrollment limits, budgets, and demographic factors; through model structure use, classify functions involving budgets, student numbers, and area demography; compare college public relations programs; structure community college public relations patterns; determine cost effectiveness; and stress opinion polling as a position function. The importance of the study was to recommend community college public relations model structures to eliminate existing operational discrepancies. (UM)

Walden, Bobbie Lou. A Survey of Community Service Programs in Alabama's Public Community/Junior Colleges. Ed.D., Auburn University, 1978.

The purpose of this study was to survey public community and junior colleges in Alabama to: identify the current activity of community service programs; use Ervin L. Harlacher's Check List for Effective Programs of Community Service to identify strong and weak areas; and determine funding sources and levels of financial support of the various community service programs. A survey instrument based on the Check List was sent to all presidents of Alabama public community/junior colleges, and telephone interviews were conducted with a random sampling of these officials. Conclusions included: community service programs were being limited due to the limited number of community service directors, inadequate program funding, little institutional cooperation, and the lack of community counseling services; and improvement could take place with increased use of mail contacts and involvement of faculty and students in long-range planning and research. (UM)

Waldron, Robert Christopher, Jr. Educational Accountability in Illinois Public Universities in 1976 as Perceived by Legislators, Board Members, Selected Faculty, and Selected Administrators. Ph.D., Southern Illinois University, 1977.

The author administered a questionnaire to 236 legislators, 50 governing board members, 182 alumni board members, 316 selected faculty from Southern Illinois University at Carbondale, and 66 administrators in order to ascertain their opinions concerning educational accountability. Forty-eight percent of the questionnaires were returned and usable. All study groups agreed that educational accountability is desirable in principle, and that educational accountability includes fiscal, administrative, program, instructional, and service support accountability, although questions were raised as to the measurement of all but the first category. Individuals close to education were more sensitive about implementation of accountability than individuals not directly connected with education, with faculty members being about 15 percent doubtful. Respondents tended to believe that accountability should be related to the mission of the institution and should be individualized for each institution. (UM)

Wiedman, Phyllis Beasley. Management Development Needs, Community College Administrators. Ed.D., Brigham Young University, 1978.

The purpose of this study was to identify management development needs of California community college administrators. Administrator groups surveyed included: presidents and chancellors, who responded regarding their perceptions of needs of their administrative staffs; and both newly appointed and experienced administrators, who responded regarding their perceptions of their own needs. Findings indicated that there is generally a perceived need for management development of community college administrators. The study recommends that a Management Development Institute be established, and that curricular offerings for community college administrators be made available in the areas of management and administration, interpersonal relations, human resources management, and leadership. (UM)

Williams, Ruthann E. Career Patterns of Women in Educational Fund Raising Administration in Colleges and Universities in the United States. Ph.D., State University of New York at Buffalo, 1981.

The purpose of this study was to provide new knowledge and insights about women educational fund-raising administrators at the vice presidential level. The study also sought to elicit from respondents factors

they perceive to be most important in their success and to gain suggestions for other women seeking top-level positions in educational fund-raising administration. Both mail survey instruments and follow-up telephone interviews were employed. One form was designed to elicit information from women vice presidents for development and college/university relations. The other form was designed to elicit information from chief executive officers of institutions employing the research population (women educational fund-raising administrators).

The findings of the study indicated the following conclusions: the majority of women vice presidents for development and college/university relations are employed in small coeducational institutions with student enrollments of less than 5,000; women educational fund-raising vice presidents are younger and have held their positions for a shorter time, on the average, than women in academic affairs administration; career patterns for women in educational fund-raising administration are varied and display no discernible pattern; promotion "from within" is the most common route to success; the reward structure is not based on advanced degrees, research, or publishing activities; most individuals surveyed were satisfied with their career development and have positive attitudes toward the institutions at which they are employed; it was suggested that women seeking advancement in educational fund-raising administration should include a foundation in one or two aspects of fund raising and broad-based experiences in institutional advancement. (UM)

Willmer, Wesley K. An Assessment of the Institutional Advancement Process at Selected Small, Independent Colleges in the United States. Ph.D., State University of New York at Buffalo, 1980.

The purposes of this study were to: characterize "what is" in the institutional advancement programs of a sample of small, independent colleges; and to determine "what ought to be" by developing a theoretical framework from the professional literature to interpret the data and to assess the process of these programs. Data were received from 141 member institutions of the Council for the Advancement of Small Colleges (CASC). Data were related to six institutional advancement areas: general management, fund raising, institutional relations, publications, alumni programs, and government relations. Institutions also provided general institutional identification information and subjective

responses to particular respondent concerns. The theoretical framework developed from the professional literature and used to interpret the data contains five major elements: institutional commitment, authority and organizational structure, personnel resources, advancement activities and functions, and evaluation. The study established 23 benchmarks by which the advancement process was assessed. (UM)

Young, Clarence J., Jr. A Study of Public Relations Objectives and Priorities in the State University of New York. Ed.D., State University of New York at Buffalo, 1969.

Young investigated educational public relations in the State University of New York including existing public relations objectives, opinions and attitudes of selected university officials concerning desired public relations objectives and priorities of service. Using a combination of 267 questionnaires and 53 personal interviews, Young found the most desirable public relations objectives to be: to keep the colleges' publics informed as to aims, progress, needs, and new trends; to attract the best qualified faculty, staff, and students. The public selected for the most emphasis was the internal one. (UM)

A Sampling of Master's Degrees in
Institutional Advancement

INSTITUTIONAL RELATIONS

- Audu, James H. Faculty-Administration Communication at the University of Wisconsin-Madison. M.A., University of Wisconsin, Madison, 1975.
- Barr, Robert M. The Role of Higher Education As Seen by Students, Faculty, Trustees and Alumni and Its Effect on University Relations. M.A., Ohio State University, 1970.
- Beahon, Mary A. A Study of News Bureaus at Big Eight Universities. M.S., University of Kansas, 1976.
- Bigelow, Timothy L. A Study of Relationships Between College Public Relations Offices and Editors of National, General Editorial Magazines. M.S.J., West Virginia University, 1967.
- Bradley, Vincent X. Effective Public Information: An Analysis of Programs in California Community Colleges. M.A., California State College, Fullerton, 1969.
- Burch, John C., Jr. The Effectiveness of the West Virginia University News Service. M.A., West Virginia University, 1968.
- Burda, Ronald E. Photographic Libel: An Inquiry Into the Rights of Photographers. M.A., San Jose State University, 1973.
- Campbell, Hugh. A Study of the Organization, Duties, and Responsibilities of Public Information Offices in Five State-Supported Colleges and Universities in Texas. M.A., East Texas State University, 1970.
- Chapman, Buddy W. The Differential Effects of the Media on Source and Message Credibility. M.A., University of Oklahoma, 1973.
- Dart, Robert E. Influence of Mass Media and College Sports Information Directors Upon Selected Sportswriters' Choices for All-American Football Players. M.A., University of Georgia, 1973.
- Denny, Rebecca. A Marketing Approach to Continuing Education Program Planning for Schools of Public Health. M.A., University of North Carolina, 1979.

- Depew, Walter W. A Content Analysis of News in the United States Suburban Press. M.A., Northern Illinois University, 1975.
- Elder, Eric C. An Approach Toward Understanding Communication Breakdown Between Campus Policy and University Students. M.A.J.C., University of Florida, 1974.
- Fetterman, Carole L. The Image of Public Relations and Its Practitioners Presented by Novelists, 1955-1970. M.A., University of Oklahoma, 1970.
- Foster, Murrell D. Television News and Its Relation to the College Information Program. M.S., East Texas State University, 1970.
- Frank, Edward C. Public Television and the Public. M.A., University of Pennsylvania, 1975.
- Friedman, Sharon M. Changes in Science Writing Since 1965 and Their Relation to Shifting Public Attitudes Toward Science. M.A., University of Washington, 1975.
- Gagner, Sue F. A Study of the Changing Image of Public Relations in South Carolina. M.A., University of South Carolina, 1965.
- Garner, Robert B. A History of the Sports Information Department at the University of Oklahoma. M.A., University of Oklahoma, 1971.
- Haenle, Jane N. A Q-Methodology Study of the Most Significant Means of Internal Communication as Viewed by Each of Four Publics--Faculty, Administration, Students, and Nonacademic Personnel--at Kent State University. M.A., Kent State University, 1971.
- Hayes, Dixon G. A Study of the Effectiveness of Photography as an Editorial Tool. M.A.J., University of Georgia.
- Johnson, Donald J. A Descriptive Study of Some Factors Affecting the News Services of the University of Georgia Cooperative Extension Service. M.A.J., University of Georgia.
- Kumbier, Maridel L. A Study of the Usage of Iowa State University Extension Slide Sets by Television Stations. M.S., Iowa State University, 1974.
- Miller, Susan H. A Case Study of the Communication Channels of a Community College. M.A., San Jose State University, 1977.

- Millwood, Sharon S. A Content Analysis of Extension-Prepared News Appearing in Selected Georgia Weeklies. M.A.J., University of Georgia, 1975.
- Mussman, Robert. Sources and Perceived Needs of Information of Faculty in a University. M.A., The University of Nebraska-Lincoln, 1978.
- Nagano, Masaomi. Historical Development of the Public Relations Function at the University of Georgia. M.A., University of Georgia, 1979.
- Pruett, John. A Study of How Effectively Alabama Extension Service Personnel Use Mass Media. M.A.J., University of Georgia.
- Randall, Roslyn Duncan. The Development and Communication of a University-Wide Public Service Bureau to Faculty and Intended User Groups. M.A., Northern Illinois University, 1979.
- Reade, Catherine. The Development and Implementation of a Public Information Program for Public Health Care Educational Institutions. M.A., California State University, Fullerton, 1977.
- Sandquist, Karen L. Public Relations and the News Media: A Comparative Study of the Utilization of Public Relations Material by Representative Milwaukee News Media. M.A., University of Wisconsin, 1976.
- Sanford, James K. Publicity Releases and the Newspaper. M.A., The University of North Carolina at Chapel Hill, 1957.
- Smith, Douglas D. A Study of Sports Media/Sports Information Director Relations in the Southwest Athletic Conference. M.A., University of Texas, 1976.
- Smith, J. Neil. Public Relations Practices in Independent Schools. M.A., United States International University.
- Smith, Jack D. A Study of Alabama Daily Newspaper Gatekeeper Preferences for News Stories and Pictures Released by the Auburn University Cooperative Extension Service and the Ability of Extension Service Personnel to Predict Those Preferences. M.A., University of Alabama, 1975.
- Sobona, Laurey. The Status of Public Relations at Michigan's Colleges and Universities. M.A., Central Michigan University, 1979.

Stueven, Neil. A Comparison of South Dakota State University's Radio Tape Service With That of Other Land-Grant Institutions in the United States. M.S., South Dakota State University, 1968.

Tomlinson, Don E. A Survey of Television Reporters' Views Concerning Public Relations Practitioners' Demonstrated Knowledge of Their Technical Needs and Desires. M.A., North Texas State University, 1975.

Washington, James A. University Public Relations Programs to Recruit Minority Students: A Comparative Study. M.A., University of Wisconsin, 1973.

Watson, Leighton G. Evaluation of the Effectiveness of a Community Resource Development Newsletter Distributed in an Eight-County Area of West Virginia. M.S.J., West Virginia University, 1970.

Whitman, James F. The Role of Broadcasting in the Information Functions of Selected State and Private Institutions in Florida. M.A.J.C., University of Florida, 1974.

Zimmer, A. Philip. Community Views of the SUNY College at Fredonia. M.A., Pennsylvania State University, 1977.

EDUCATIONAL FUND RAISING

Bybee, Herbert M. Interdisciplinary Approach to Fund Raising: A Case Study. M.A., The University of Texas at Austin, 1970.

Hyde, Ronald G. A Critical Analysis of the Factors Affecting the Cost and Results of Alumni Fund Raising in a Selected Group of Colleges and Universities. M.A., Brigham Young University, 1963.

Lamkins, Robert G. The Development Concept: Its Meaning in Privately Endowed Institutions of Higher Education. M.S., Boston University, 1966.

Milne, Mary Dawn McConnell. Perceived Effectiveness Attributes of an Educational Fund-Raiser. M.S., West Virginia University, 1979.

Patarino, Francine D. A Model Fund-Raising and Development Program for Florida Colleges and Universities. M.A., University of Florida, 1974.

Smith, Stanley R. An Evaluation of Development Programs, With an Emphasis on Fund Raising in West Virginia

Four-Year Colleges and Universities. M.S.J., West Virginia University, 1969.

Sorensen, Jerold G. A Study of Communications Between Institutions of Higher Education and Private Foundations for the Purpose of Raising Funds. M.A., University of Utah, 1971.

Stevens, Amanda C. The Application of Direct Mail Advertising Theories to Educational Fund Raising. M.S.J., West Virginia University, 1974.

Taylor, Martha. Educational Fund Raising: Three Methods. M.S.J., West Virginia University, 1975.

von Stein, William B. A Study of Corporate Attitudes and Philosophies in Northeastern Ohio Regarding Financial Support for Higher Education. M.A., Kent State University, 1975.

ALUMNI ADMINISTRATION

Alberger, Patricia L. Alumni Publishing in Small Private Colleges with Limited Resources. M.A., American University, 1976.

Burnett, Collins W. Basic Proposals for the Alumni Association at Ball State Teachers College. M.A., Ohio State University, 1940.

Cecil, Charles F. A Survey of Alumni of South Dakota State University. M.A., South Dakota State University, Brookings, 1970.

DeVore, C. Brent. Q-Technique Study of Alumni Attitudes Regarding Voluntary Financial Support for Kent State University. M.A., Kent State University, 1971.

Laronge, Susan A. A Q-Methodology Attitude Survey of Alumnae of Wilson College to Measure Philanthropic Commitment to Single-Sex Education for Women. M.A., Kent State University, 1975.

Linsky, Ellena. An Exploration of the Relationship of Alumni Membership and Subsequent Support of Rockford College. M.A., Northern Illinois University, 1979.

Masterson, Edgar L. The Alumni and Their Role in the Development of Chico State College and in the Development of Ninety-Six Member Institutions of the American

Association of State Colleges and Universities. M.A.,
Chico State College, 1969.

Ragsdale, Robert L. A History of the Georgia Alumni Record.
M.A.J., University of Georgia.

PUBLICATIONS

Asher, LeRoy J. Readers' Content Preferences in Cooperative
Extension Service Mimeographed Newsletters in Navajo
County, Arizona. M.A., University of Arizona, 1973.

Brown, Leslie. A Study of the Relationship Between Publi-
cation and Audience Value Orientations, and Perceptions
of the Audience Toward the Publication. M.A., Brigham
Young University, 1974.

Jankowski, Nicholas W. Perceptions of a Magazine: How
Four Groups--Readers, Editors, University Administra-
tors, and Advisory Board Members--View Old Oregon,
University of Oregon Alumni Magazine. M.A., University
of Oregon, 1973.

McFadden, Mary F. The Northern Illinois University Catalog:
How Do the Readers View It? M.A., Northern Illinois
University, 1975.

Nelson, Jeffrey B. A Study of Land-Grant University Alumni
Magazines and of Reader Responses to the Montana
Collegian of Montana State University. M.S., South
Dakota State University, Brookings, 1969.

Nicholas, Lawrence E. Values and Attitudes Toward Alumni
Publications: A Q-Study. M.A., San Jose State Univer-
sity, 1975.

Parrott, Timothy A. A Survey of University Publications
Policies of Some Schools in the Western United States.
M.A., University of Oregon, 1977.

Van Nortwick, Terry B. A Readership Survey of Employee
Publications at the College of Education, University
of Florida. M.A., The University of Florida, Gainesville,
1977.

Wilk, Marie V. The Interaction of Placement Order of Factual
Information and Stated Intent on a Communication on
Attitude Change. M.A., California State University,
Fullerton, 1977.

EXECUTIVE MANAGEMENT

- Beatty, Roy L. The Formulation and Development of a School Public Relations Course: Story of an Education Need Recognized and Provided For. M.S.J., West Virginia University, 1972.
- Bowers, Kenneth. The Public Relations Programs of Four Small Pennsylvania Colleges. M.A., Pennsylvania State University, 1963.
- Christianson, Roger A. Opinions and Sources of Information and Influences of South Dakota High School Guidance Counselors Concerning South Dakota Colleges and Universities. M.S., South Dakota State University, Brookings, 1975.
- Ellis, Peter R. A Study of the Director of Public Relations at Selected Private Colleges. M.A., Michigan State University, 1968.
- Farber, Lynne S. The Role of Women in Public Relations. M.A.J.C., University of Florida, 1975.
- Hallahan, Kirk E. Professional Association Membership, Professional Socialization and the Professional Orientation of the Public Relations Practitioner. M.A., University of Wisconsin, 1974.
- Harrison, Harry N. A Survey of Evaluation in the Public Relations Process. M.A.J., University of Georgia.
- Hawk, Ira Gossett. The Place of Public Relations in Denominational Colleges. M.A., The Ohio State University, 1947.
- Heer, Vincent O. A Survey of Why Students Select South Dakota State University Based on the Opinions, Information Sources, and Attitudes of Entering Students. M.S., South Dakota State University, Brookings, 1976.
- Heflin, Bertrand. A Descriptive Study of Public Relations Directors in Ninety State-Supported Senior Colleges and Universities with Membership in the American College Public Relations Association. M.A., University of Florida, 1964.
- Irvin, Rodney D. A Study of the Public Relations Specialist in Selected Private 4-Year Colleges of the Southeastern United States. M.A., The University of Tennessee, 1973.

Jensen, Maynard F. Public Relations Programs in Community Colleges in Washington and Oregon. M.S., University of Oregon, 1971.

Jorgensen, Daniel F. The Public Relations Efforts of South Dakota Colleges and Universities as Reflected by the Attitudes of South Dakota High School Seniors. M.S., South Dakota State University, Brookings, 1974.

Leahy, Thomas M., Jr. A Comparison of Public Relations Programs at Three Florida Community Colleges in Urban, Suburban and Rural Areas. M.A., The University of Florida, 1972.

Light, Max I. A Study of Attitudes Toward Public Relations Society Accreditation Held by Accredited Members of the Chicago Chapter. M.A., Northern Illinois University, 1974.

Musulin, Mike, II. Public Relations in West Virginia University Athletics: A Guide for the Public Relations Staff. M.S.J., West Virginia University, 1974.

Rosen, Nathan. The Place of Public Relations In Major Industry: The Years 1945 to 1950. M.A., University of Illinois, 1951.

Ryan, Michael P. A Study of Public Relations Programs in Public Junior Colleges in Texas. M.A., University of Oklahoma, 1971.

Sawyer, Lauralee. Public Relations and Its Advances Toward Professionalism. M.A., Ohio State University, 1970.

Stave, David A. Steps in Organizing a Public Relations Program for the Small, Private College. M.A., University of Nevada, Reno, 1974.

Whalen, John W. A Comparison of a Model College Advancement Program with the Public Relations Effort at South Dakota State University. M.S., South Dakota State University, Brookings, 1972.

Additional Doctoral Dissertations in
Institutional Advancement

- Al-Badr, Hamoud A. Public Relations Activities at Two Saudi Arabian Universities. Ph.D., Michigan State University, 1972.
- Barry, Catherine Shea. The Role of Women in Higher Education Administration in New York State in the 1980's. Ph.D., Fordham University, 1975.
- Blake, Charles H., Jr. Women's Mobility and Their Motivations for Working in the Madison, Wisconsin Labor Market. Ph.D., University of Wisconsin, 1967.
- Bostwick, Alan M. Public Funds for School Publicity in the United States. Ph.D., University of California, Berkeley, 1959.
- Butler, Glenn A. Cost Comparison Analysis and Management Procedures for College Publications. Ph.D., Oklahoma State University, 1965.
- Canaday, Martha H. The Social Roles of Married Middle-Aged Women with Implications for Adult Education. Ed.D., The Pennsylvania State University, 1966.
- Cassidy, Francis P. Catholic College Foundations and Development in the United States. Ph.D., Catholic University of America, 1924.
- Dunbar, Willis F. The Influence of the Protestant Denominations on Higher Education in Michigan, 1817-1900. Ph.D., The University of Michigan, 1939.
- Garland, Raymond E. A Study of Educational Publicity in Texas Newspapers. Ph.D., The University of Texas at Austin, 1927.
- Gray, Harold E. Evolving Conceptions of Communication in Higher Education. Ph.D., Stanford University, 1952.
- Johns, Robert. Ten Philanthropies to American Higher Education: A Study of the Philanthropists and Their Influence on the Beneficiaries. Ph.D., Stanford University, 1951.
- Merrill, Edward C. Communication and Decision Making Related to the Administration of Education. Ph.D., George Peabody College for Teachers, 1954.

- Naegle, Charles J. Interpreting the Function and Service of Public Normal Schools and Teachers Colleges: A Study of the Various Publicity Media Through Which Certain Normal Schools and Teachers Colleges in the United States Are Brought to the Attention of Their Constituents, With an Attempt to Discover the Best Prevailing Practice. Ph.D., New York University, 1930.
- New, Margaret N. Correlates of Graduate Degree Aspirations. Ed.D., UCLA, 1972.
- Newbury, Don. A Survey of Perceived Relationships Between Higher Education Institutions and Daily Newspapers and Television Situations in Texas. Ph.D., North Texas State University, 1973.
- Shute, Reginald W. Continuing Education Centers in American Universities. Ed.D., The University of Southern California, 1964.
- Sigband, Norman B. An Inquiry Into the Effect on the Community of Communications Distributed by a Public Junior College. Ph.D., University of Chicago, 1954.
- Steiner, Richard. Effects of Message Quality and Complexity on Communication Acceptance and Source Credibility. Ph.D., Syracuse University, 1973.
- Vandenburg, Herschel R. An Analysis of the Public Relations Programs in Nine Selected State-Supported Four-Year Colleges of Oklahoma. Ph.D., Oklahoma State University, 1959.
- Wilson, Woodrow. Survey of Philanthropic Foundations' Current Areas of Interest and Grants to Institutions of Higher Education. Ph.D., University of Denver, 1952.